DOCUMENT RESUME

ED 445 273 CE 080 788

TITLE	Outreach and Technical Assistance Network Tenth Year Annual Report, July 1, 1999-June 30, 2000.
INSTITUTION	Sacramento County Office of Education, CA.
SPONS AGENCY	California State Dept. of Education, Sacramento. Adult Education Office.
PUB DATE	2000-09-00
NOTE	182p.; Submitted by the Outreach and Technical Assistance Network. Funding source for the Outreach and Technical Assistance Network (OTAN) is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223.
CONTRACT	9000
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Adult Education; *Information Networks; *Information Services; Library Collections; Literacy Education; *Marketing; Outreach Programs; State Programs; *Technical Assistance; *Telecommunications; Training; Workplace Literacy
IDENTIFIERS	California; *Outreach and Technical Assistance Network CA; Workforce Investment Act 1998

ABSTRACT

This report reviews accomplishments of the first year of the 1999-2002 contract funding the Outreach and Technical Assistance Network (OTAN), an essential component in improvement of California's adult education program. Five chapters on Electronic Communications describe the OTAN web site and provide data on World Wide Web hits and hosts, web site membership and its growth, and round table work groups; describe technical support, training courses, web site trainings, and evaluation summaries; provide example marketing materials; show the adult learner web sites; and provide an online course, a tutorial to assist California agencies applying for Workforce Investment Act funding. Six chapters on Information and Reference Services provide information on and samples of OTAN's adult education collections; present data on provision of reference services; discuss expansion of the collaborative areas of the web site related to instruction; and highlight efforts in regional resource centers support, maintenance of California adult education archives, and workplace literacy efforts--VESL Workplace Clearinghouse and Employment Training Library. Three chapters on instructional technology focus on OTAN efforts to make available technical learning resources, implement instructional technology, and pilot local agency intervention. OTAN 1999-00 quarterly progress reports are appended. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

OTAN

Outreach and Technical Assistance Network

ED 445 273

TENTH YEAR

ANNUAL REPORT

JULY 1, 1999 - JUNE 30, 2000

Prepared for:

California Department of Education
Education Support Services Division
Adult Education Office

Submitted by:

Sacramento County Office of Education
Outreach and Technical Assistance Network
John Fleischman, Executive Director

Contract Number

9000

September 2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Polster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

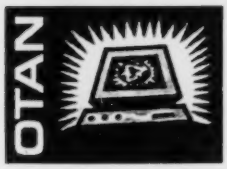
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE



KEY STAFF

John Fleischman, Executive Director

Linda L. West, Managing Director

Jerry Jones, Network Coordinator

Doris Ivy, Librarian

Suzanne Fletcher, Database Designer/Information Systems Analyst

Randi Knutson, Database Designer/Information Systems Analyst

Alan Galbraith, Computer Graphic Artist

Shelley Shaver, Abstractor

Linda Swanson, PC Support Trainer

Melinda Holt, PC Support Trainer

Martin Harris, Management Information Systems Specialist

Donna Reynolds, Management Information Systems Specialist

Kelvin Weldon, Management Information Systems Specialist

Charlotte Barcellos, Staff Secretary

Cheryl Young, Staff Secretary

OTAN Year 10 Annual Report – Table of Contents

Key Staff i

Table of Contents ii

Introduction 2

Electronic Communication

1. OTAN Web Site 4
   a. OTAN WWW Total Hits Per Month
   b. OTAN WWW Average Daily Hits By Months
   c. OTAN WWW Unique Hosts Per Month
   d. OTAN Web Site Membership Growth
   e. OTAN Membership by Agency Type
   f. OTAN Membership by Job Category
   g. OTAN Round Table Workgroups
   h. Directed Email Notification

2. Technical Support/Training 16
   a. OTAN Telephone Technical Support
   b. Client Satisfaction Survey Report (OTAN Technical Assistance)
   c. OTAN Training Courses Descriptions
   d. OTAN Web Site Trainings
   e. Outreach and Technical Assistance Network Evaluation Summary
   f. OTAN Publications

3. Marketing 26
   a. Online Connection (Winter 2000, Spring 2000, Summer 2000)
   b. OTAN Web Site Presentations
   c. OTAN Membership Marketing Email
   d. OTAN Member Directory

4. Adult Learner Web Sites 53
   a. The Study Place
   b. Email Projects Home Page

5. Develop Online Courses for Adult Education 57
   a. WIA Application Online Training

Information and Reference Services

6. Adult Education Collections 71
   a. OTAN Forum Size
   b. OTAN Document Processing Summary
   c. Document Processing Manual
   d. Adult Ed Links
   e. OTAN Adult Education Reference Collection

7. Reference Services 83
   a. OTAN General Services
   b. OTAN Reference Collection Services
   c. OTAN Electronic Reference Services
   d. WAIS Fielded Searches, Tango Fielded Searches, FileMaker Searches
   e. Client Satisfaction Survey Report (OTAN Reference Assistance)

8. For Teachers Expansion 90
   a. OTAN's New Web Site for Adult Education Teachers
   b. OTAN Internet Teacher Focus Group - Participants
   c. Teacher Focus Group – Meeting Notes
   d. OTAN For Teachers Home Page
   e. OTAN For Teachers Web Site User Survey

9. Regional Resource Centers Support 106
   a. Regional Resource Managers' Online Address Book

10. CA Adult Education Archives 110
   a. OTAN Adult Education Archives Collection

11. Workplace 113
   a. VESL Workplace Clearinghouse and Employment Training Network

Instructional Technology

12. Technology Learning Resources 116
   a. OTAN Technology Reference Collection
   b. Video Conferences/Presentations
   c. OTAN Vendor Relationships

13. Implement Instructional Technology 121
   a. California Adult Education Implementing Instructional Technology Needs Assessment Survey
   b. OTAN Technology Development Activities
   c. OTAN Technology Presentations

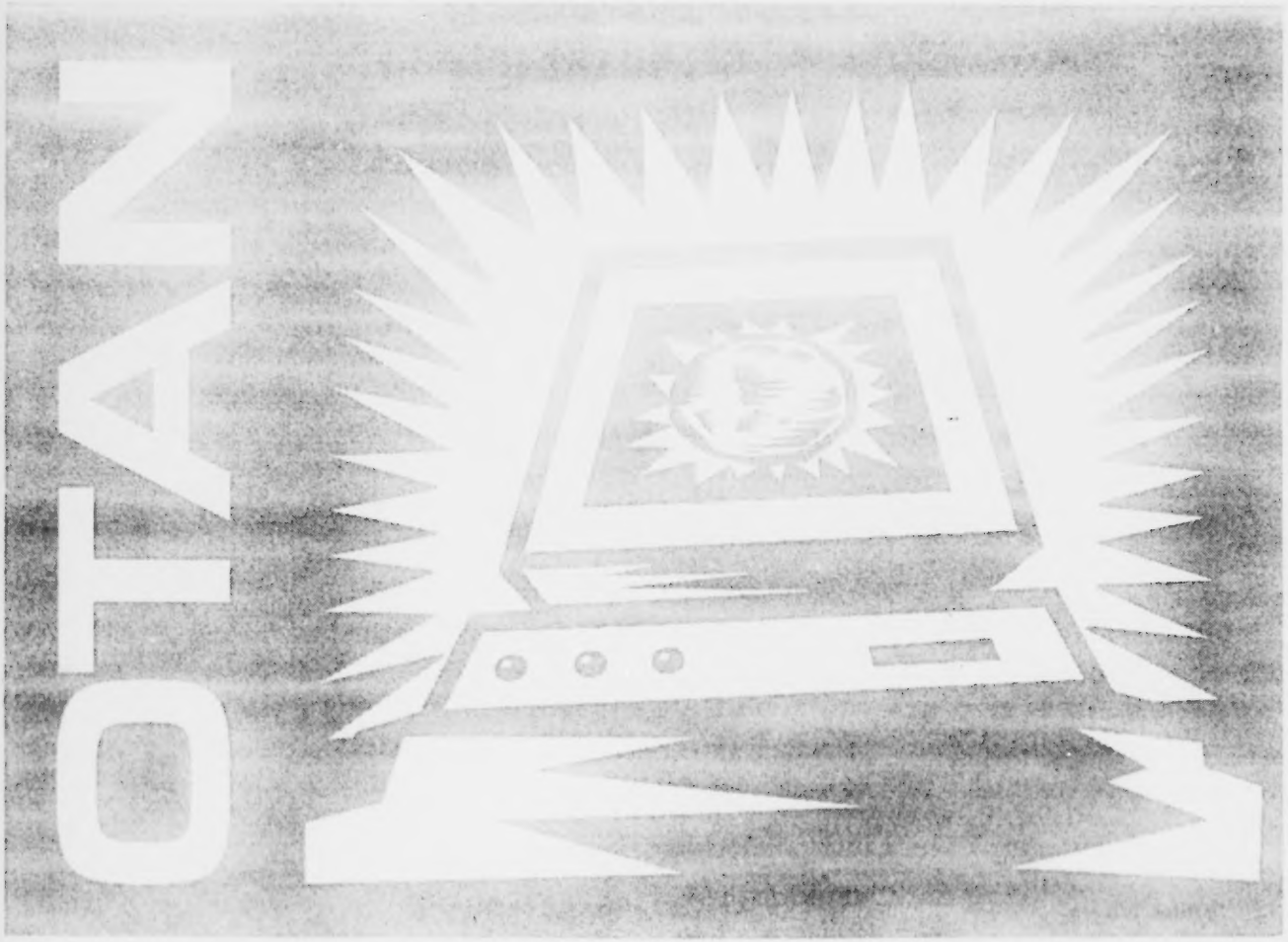
14. Local Agency Intervention 132
   a. Local Agency Intervention Criteria for Selecting Pilot Site Agencies

Appendices 135

OTAN 99-00 Quarterly Progress Reports
   a. July 1, 1999 – September 30, 1999
   b. October 1, 1999 – December 31, 1999
   c. January 1, 2000 – March 31, 2000
   d. April 1, 2000 – June 30, 2000

TenthYear, Annual Report

Introduction



INTRODUCTION

The California adult education delivery system faces the challenges of large numbers of adults who have low literacy and significant ethnic and language diversity, large numbers of programs, and the geography of a huge state. The Outreach and Technical Assistance Network (OTAN) was originally established as a California federal leadership project in December 1989, and was an outcome of California's adult education strategic planning process of the 1980's. Each succeeding California State Plan for Adult Education, from 1989 to 2000, has included the vision of the innovative use of technology to improve access to learners, to improve collaboration among providers, and to improve quality of instruction.

The Outreach and Technical Assistance Network (OTAN) is currently funded by contract #9000 of the California Department of Education, Adult Education Office. The source of the funding is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223. The fiscal agent is the Sacramento County Office of Education. This report reviews the accomplishments of the first year of the 99-02 contract, describing and quantifying the services provided by the contract. With the development and improvement of its services, OTAN becomes an ever more essential component in the improvement of California's adult education program.

OTAN is....

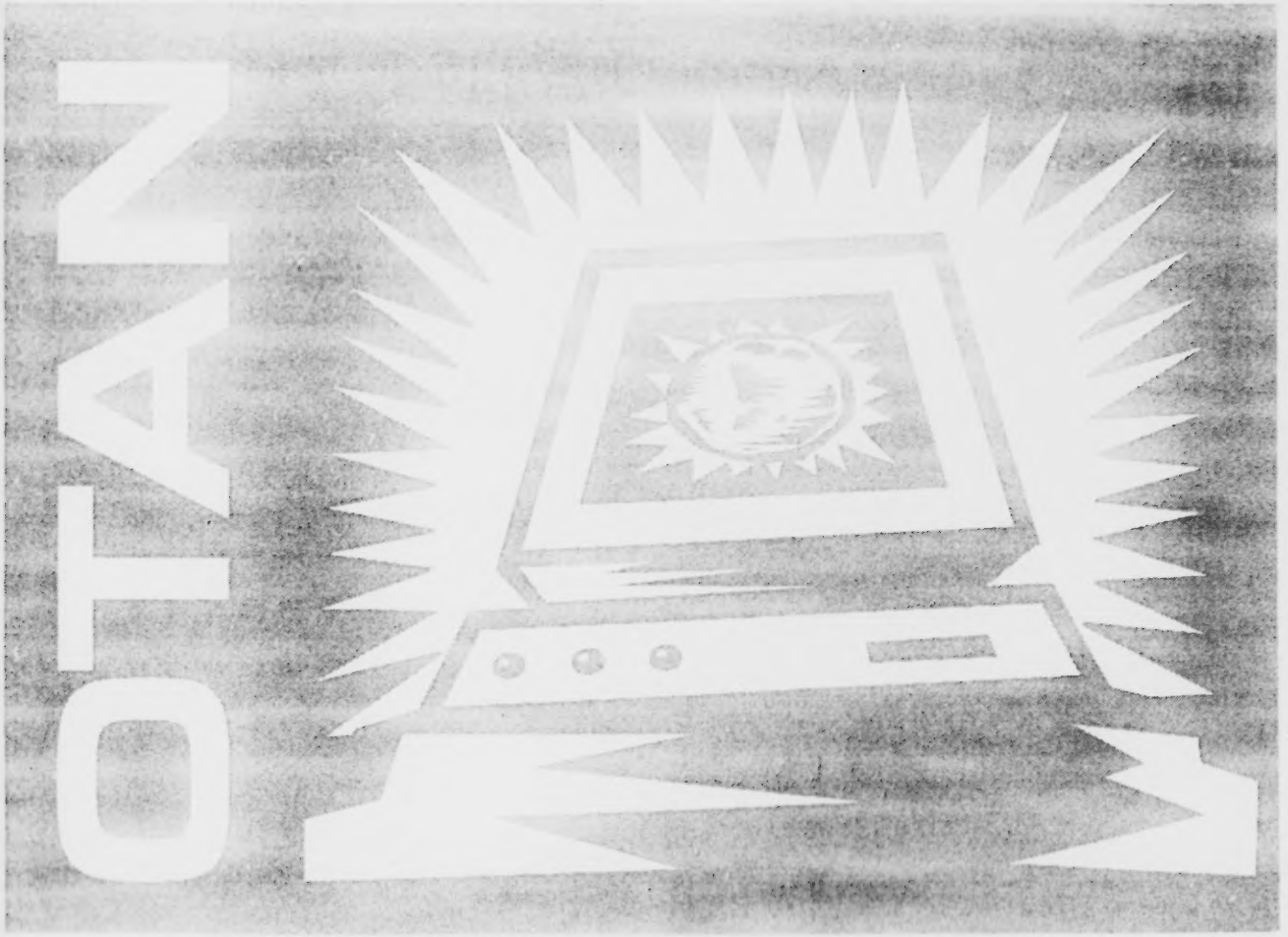
Electronic collaboration

Access to information services

Research, development & assistance in utilizing technology

Electronic Communication

1. OTAN Web Site



1. OTAN Web Site

OTAN is probably most recognized today for its Web site, the world's largest and most active site dedicated exclusively to adult education, with over 12,000 electronic files and database records. OTAN members are part of a virtual electronic community of adult educators. OTAN adopted an open and "registration enhanced" Web site concept in January 1999. New users register on the site and may choose to complete profile data that is used for networking.

One gratifying result has been steady growth in site usage. Some members visit the site only periodically when they perceive a need for certain information. Others establish a regular pattern of usage, logging on once or twice a day to keep up on the "news" and to use the OTAN Web site for electronic resources, electronic networking, and a gateway to other Web sites. A three-year comparison of Web site statistics shows steady growth in three key categories. Total hits per month have grown from the range of 230,000 to the range of 750,000. (Exhibit 1.a) Average daily hits have increased from a range of 12,000 to a range of 25,000. (Exhibit 1.b) Total user sessions per month now average over 70,000. (Exhibit 1.c)

An equally important result has been a steady growth in registered members. During the program year membership increased more than two and a half times from 1,509 to 3,929. (Exhibit 1.d) Approximately 70% of the members complete their online profiles. Analysis of the profile data on agency type indicates that 50% are employed by k-12 adult schools, 9% are community college employees, and the others are fairly equally divided among US/state/county agencies, universities, county offices of education, workplace development programs, libraries, and CBO's. (Exhibit 1.e) Analysis of the profile data on job category shows that 44% of the members identify themselves primarily as teachers, 24% administrators, 8% support staff, 4% students, and 4% as researchers, and 1% each are library staff, state/federal administrators, and vendors. (Exhibit 1.f)

Job-alike networking is one of the collaborative features of the OTAN Web site. Users can search the directory by name, geographic area, agency, job category, area of interest or any combination. OTAN subscribes to adult education listservs (electronic discussion groups) for its members, who can read and respond to messages on the Web site rather than their personal email.

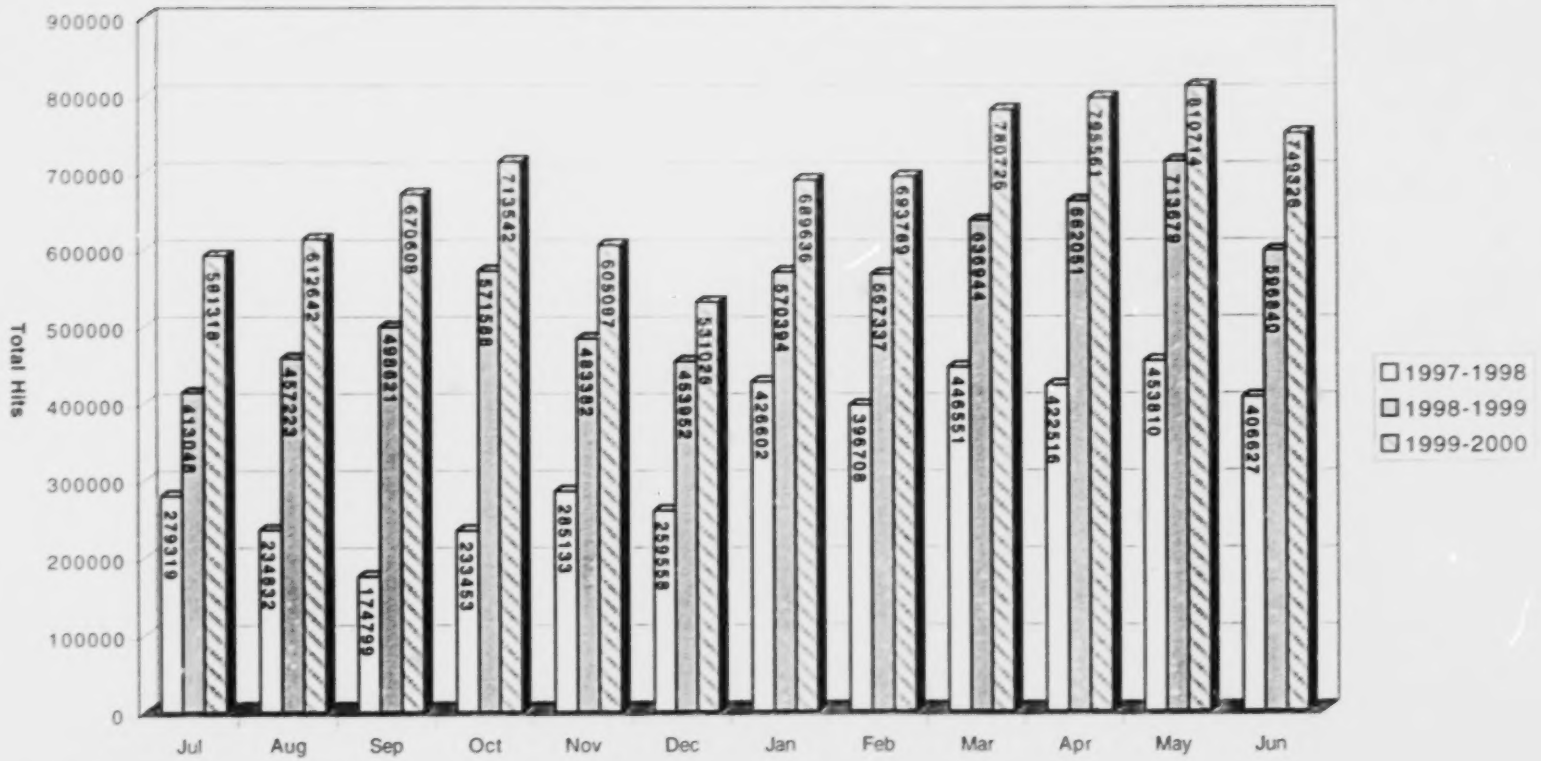
Another collaborative feature of the OTAN Web site is an electronic forum where virtual consortiums of educators share their ideas and work collaboratively. Participants post messages, engage in dialogs, and share files. As of June 2000 there were 16 OTAN Round Table work groups, and about 400 of the members were participating in a work group. (Exhibit 1.g) The OTAN Exchange has been very successful. Members post questions regarding program management and practice and others respond. The

information shared has been so valuable that a staff member archives the best questions and responses.

Members may include in their profile data their information interests, and they may choose to be notified by email of new postings related to their interests. During the 99-00 year, 64 email notifications were sent to different groups of OTAN members to alert them to new full-text document postings, satellite downlink viewing events, compliance requirements related to CDE supplemental funding, legislative postings, educational grant postings, new lesson plans online, and Census 2000 participation issues. The notifications generate repeat usage. (Exhibit 1.h)

Other aspects of electronic collaboration through the OTAN Web site are Web-BBs for field input on policy initiatives and electronic surveys for CDE or other California adult education leadership projects. During the 99-00 year, OTAN facilitated California adult educators giving input on the development of both the *California State Plan for Adult Education, 1999-2004*, and the *California Adult Education Technology Plan*. OTAN also hosted online surveys related to best practices in adult education, the impact of accountability requirements, and the implementation of CalWORKs.

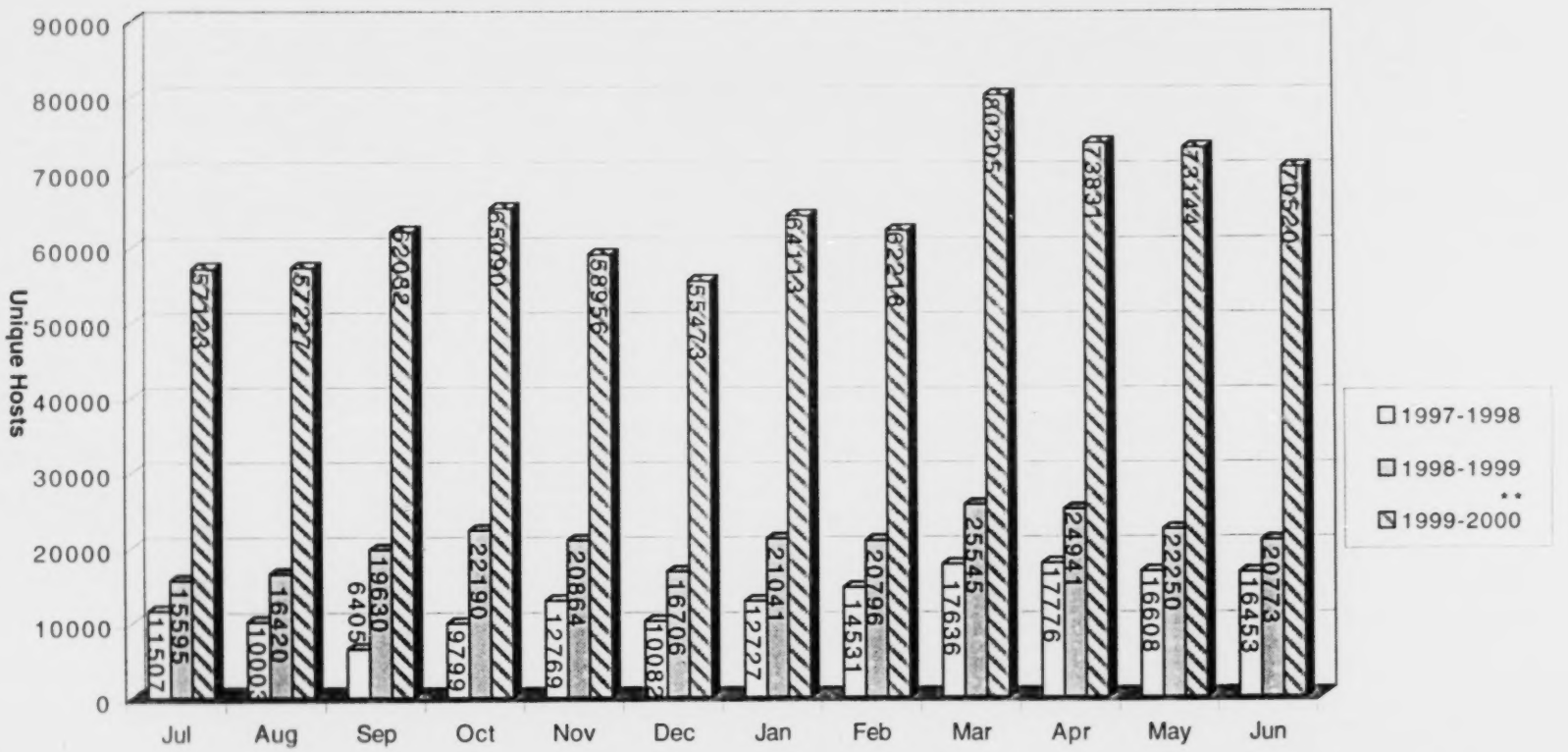
OTAN WWW Total Hits Per Month



BEST COPY AVAILABLE

OTAN WWW Average Daily Hits By Months

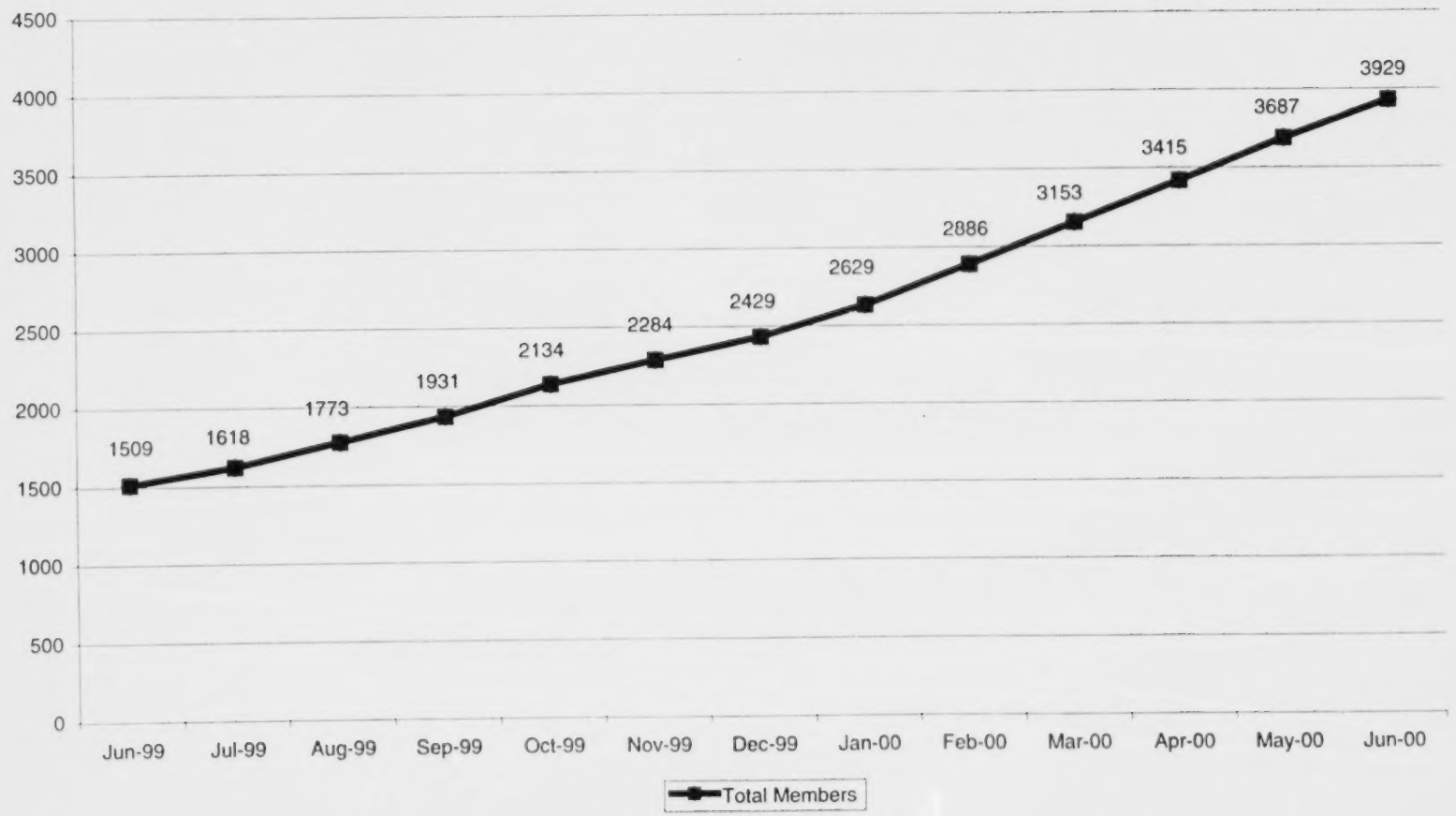
OTAN WWW Unique Hosts* Per Month



** A "unique host" is an individual computer*

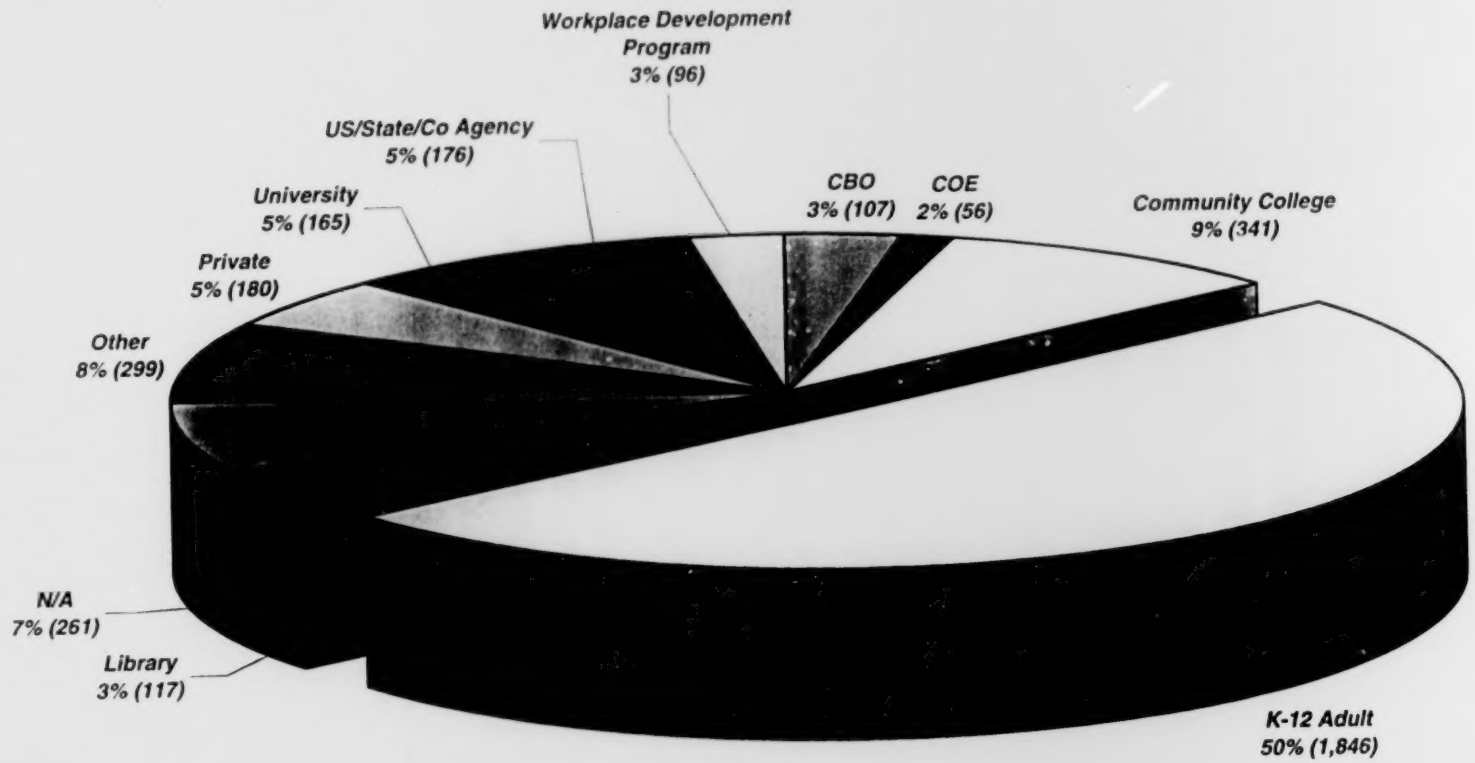
*** 1999-2000 data counted User Sessions, not Unique Hosts. This accounts for the overall jump in numbers, and provides more useful data on website usage. A User Session consists of a registered user accessing the website.*

OTAN WEB SITE
Membership Growth



OTAN Membership by Agency Type*

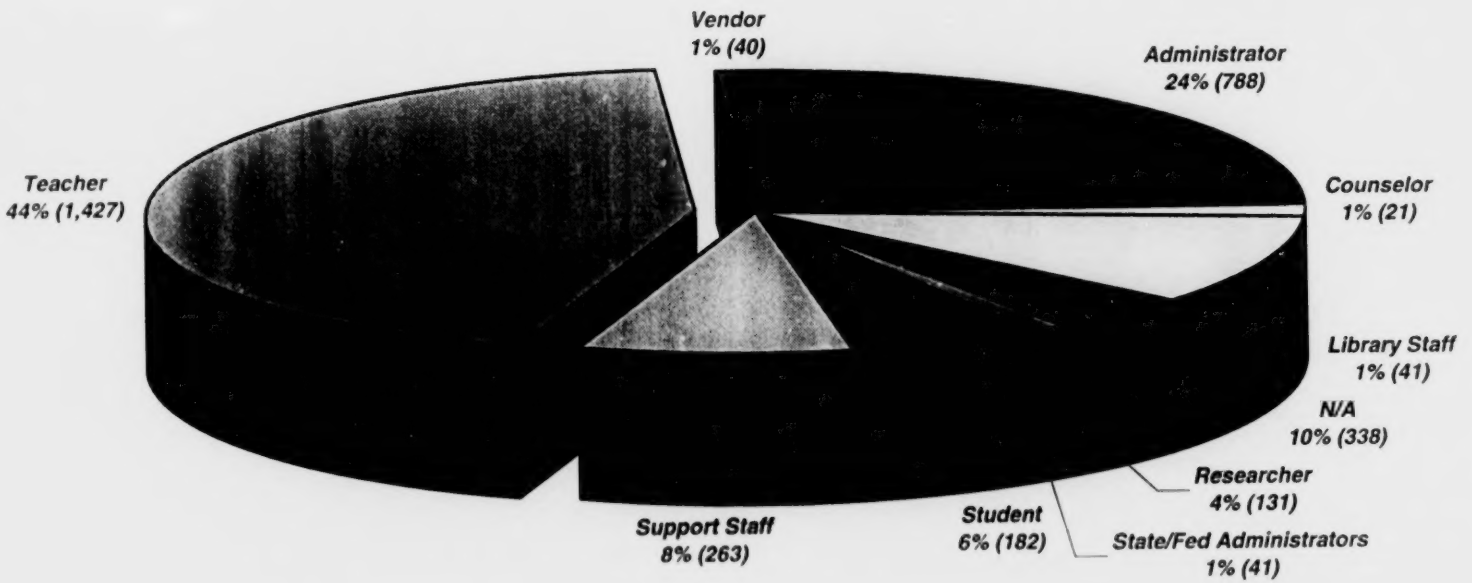
As of June 2000



* Numbers represent members who completed their User Profile

OTAN Membership by Job Category*

As of June 2000



* Numbers represent members who completed their User Profile

OTAN Round Table Workgroups

The workgroups in the OTAN Round Table offer an electronic forum for virtual consortiums of educators to share their ideas and work collaboratively. Participants post messages, engage in dialogs, and share files. Some of the groups are public and some are private. All have Workgroup Managers.

Public workgroups are available to all OTAN users. You are free to post any message in these areas. Examples of public special interest workgroups are the Adults with Disabilities and Distance Learning workgroups. Other groups are for members of an educational organization such as California Adult Education Administrators' Association (CAEAA). Some groups represent educators in a particular geographic area such as Shasta Valley California Consortium for Adult Education (CCAE). Sometimes public workgroups will have private areas within them.

Private workgroups are set up for the collaboration needs of a particular group of users. Sometimes the participants are working on a particular project. Others are enrolled in a staff development program or share a particular responsibility such as California Regional Resource Centers.

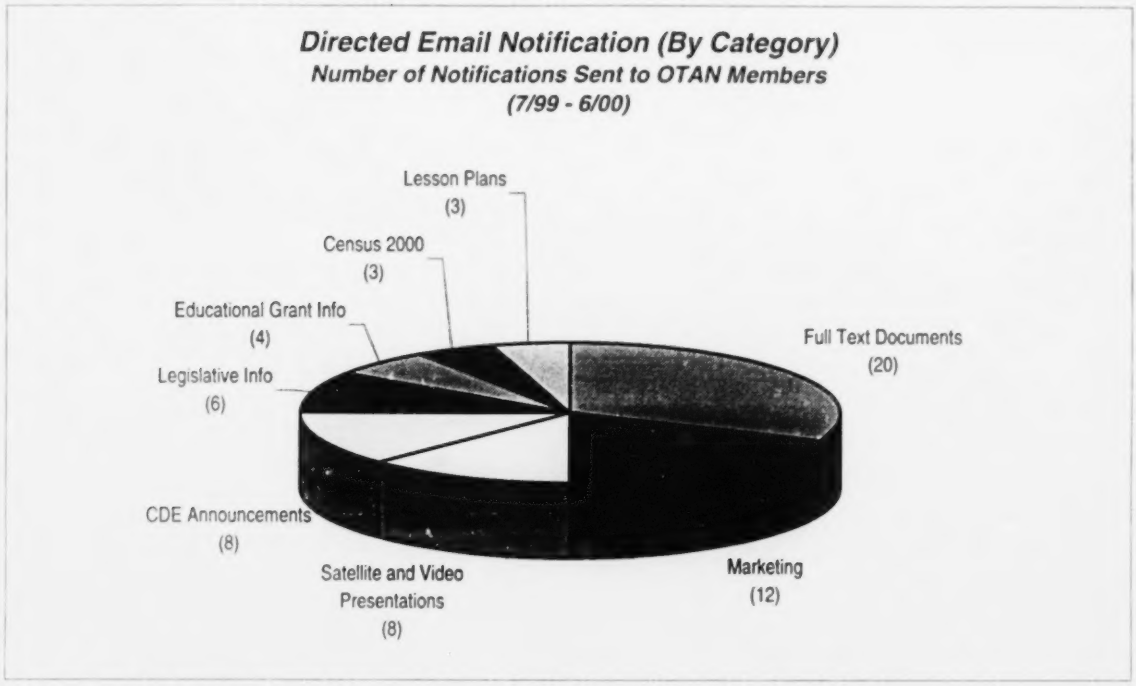
If you would like to be part of a workgroup that is listed as a private or to access a private area of a public workgroup, you can click on the icon for the workgroup. From the page containing the workgroup manager's email address, send an email to the workgroup manager explaining your interest, and the workgroup manager will reply to you about the conditions of access.

If you are interested in starting and managing a group on a particular subject, you can call our Tech Support Staff at 1-800-894-3113 (CA Only) or 916-228-2580, Monday through Friday, 8:00am - 5:00pm. We will be more than happy to assist you!

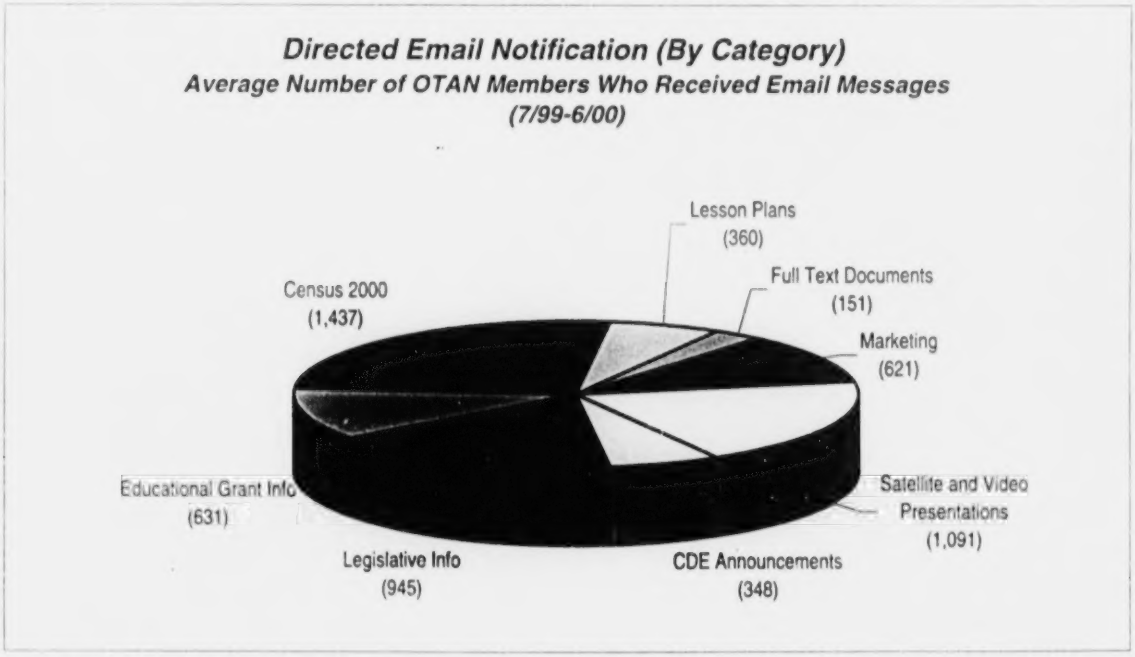
OTAN Round Table Workgroups
(As of June 2000)

Name	Explanation	Type	Workgroup Manager
OTAN Exchange	Ask for help on any adult ed topic	Public	Linda West lwest@otan dni us & Dons Ivy divy@otan dni us, OTAN
ABC	ABE-GED Teachers, Bay Area, CCAE	Public	Shawn Usha, Hayward Adult School shawnusha@earthlink net
A B E S T	Adult Basic Education Support Team	Public	Debbie Roberts, Whittier Adult Debbie Roberts@wuhsd k12 ca us
Adults with Disabilities	For teachers/coordinators	Public	Ailene Genoff, Mtn View/Los Altos Adult AbleAdults@aol com
Adult School Counselors	For adult school counselors	Public	Bruce Langedyke, Monrovia Adult School blangedyke@monrovia k12 ca us
Bridges	For Bridges to Practice participants	Public	Valerie Powell, Staff Development Institute vpowell@sac-co k12 ca us
CAEAA	California Adult Education Administrators Association	Public	Ed Whitehead, Mtn View/Los Altos Adult ed whitehead@mvla net
CA Small Schools Initiative	CA Dept Ed Small Schools Initiative	Public	Valerie Powell, Staff Development Institute vpowell@sac-co k12 ca us
CBET	CBET Consortium - Focus on Family Literacy	Public	Melinda Roberts, School of Continuing Education/CEC, Santa Ana College salmo27@earthlink net
Demo Conference	For practice during training	Public	Jerry Jones, OTAN jones@otan dni us
Distance Learning Project	Educators sharing distance learning ideas	Public	Michael Babayco, CA Distance Learning mbabayco@otan dni us
Literacy Network	Literacy Network of Greater Los Angeles	Private	Patricia Smart, Literacy Network of Greater Los Angeles Patricia Smart@latimes com
Reg Resource Centers	California's Regional Resource Centers	Private	Venice Jenkins, Staff Development Institute vajenkins@sac-co k12 ca us
SCLLN	So California Library Literacy Network	Private	Pam Alger, Azusa Public Library pcalger@ix netcom com
Shasta Lake CCAE	California Consortium for Adult Education	[redacted]	Noel VanSlyke, Shasta Adult School nvs21@hotmail com
Workforce Dev Model	Workforce Career Development Model	Private	Valerie Powell, Staff Development Institute vpowell@sac-co k12 ca us

BEST COPY AVAILABLE



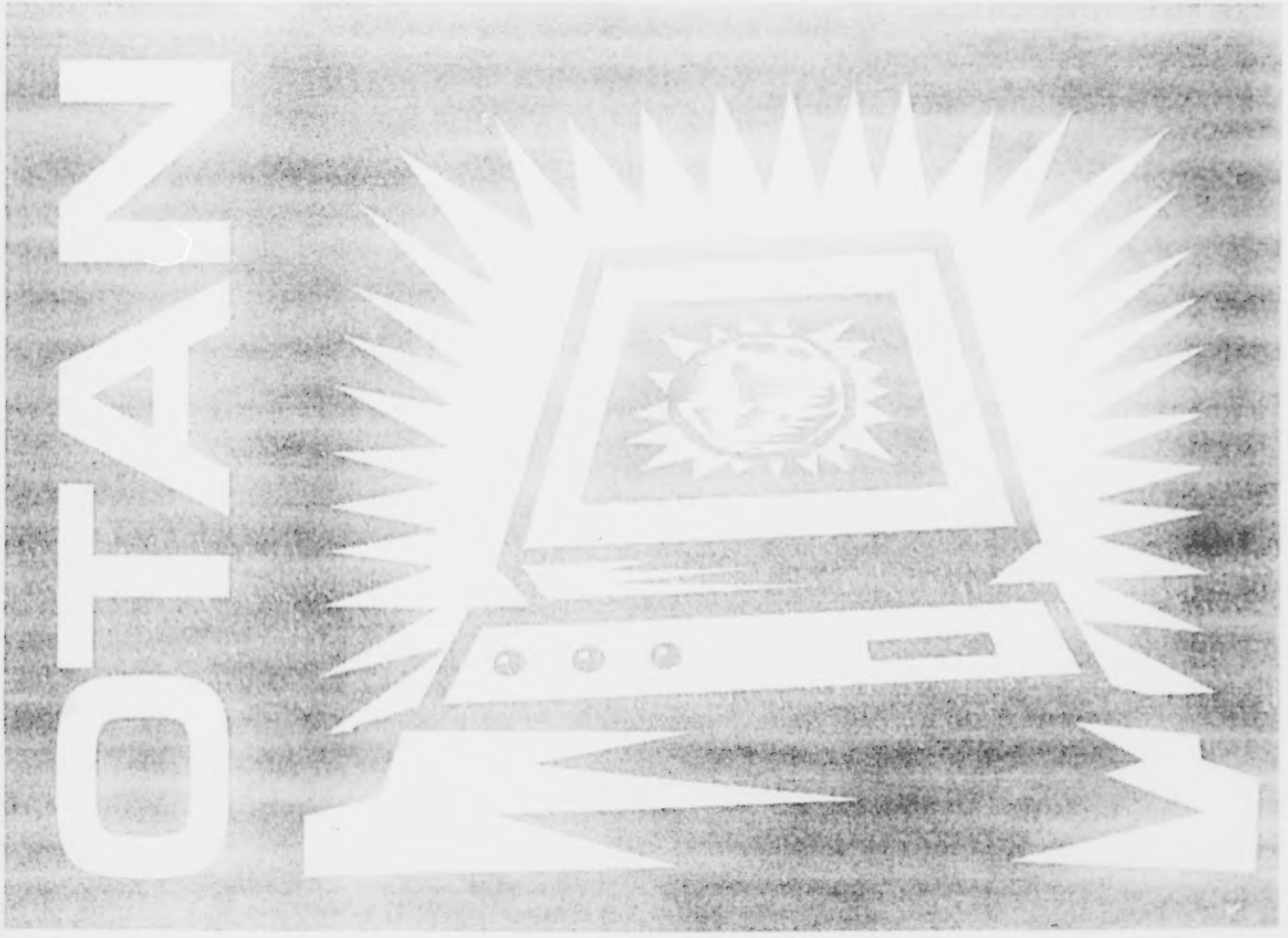
Total Number of Email Notifications Sent Regarding Adult Ed Categories: 64



Total Number of Email Messages Sent: 35,555

Electronic Communication

2. Technical Support/Training



2. Technical Support / Training

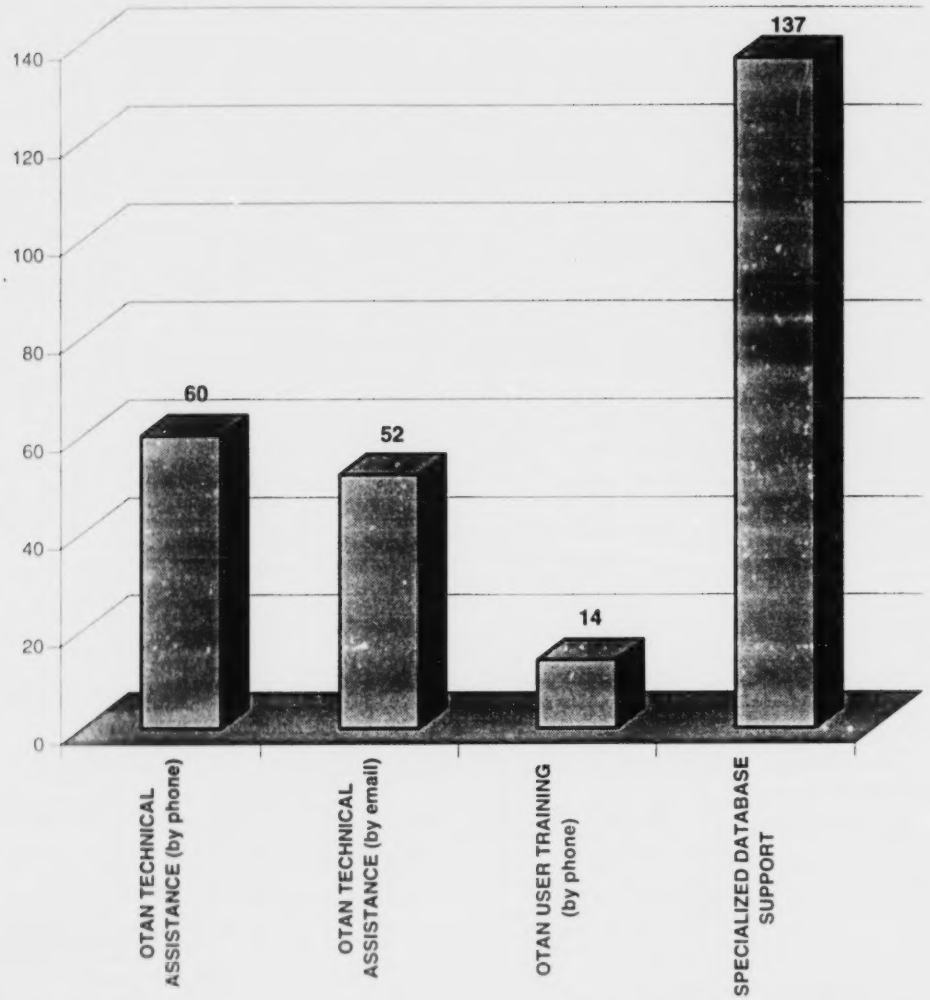
OTAN has support staff who provide telephone and onsite technical support to new and continuing users. Direct support is provided to about 5 clients a week. (Exhibit 2.a)

Clients used technical services to resolve password i.d. problems, troubleshoot difficulties with browsers or other software, download and/or upgrade browsers or other software, and navigate features of the Web site. A high degree of satisfaction with technical support services is indicated by a client survey. (Exhibit 2.b)

In the same client survey, users indicated how they have used the information in OTAN Resources. The largest number used the calendar area to access workshop and conference information. Other uses recorded included: locating directory information about individuals; accessing funding information for writing proposals; keeping current on legislative information impacting programs; modeling on sample course outlines or lesson plans; finding references or full text articles for writing a report; finding data for making a presentation; looking up California or federal regulations governing adult education; locating vendors of adult education materials; locating information for improving instruction; and finding adult education program requirements.

Hands-on training sessions are also provided through classes scheduled in appropriate lab sites around the state. Five courses were developed with modularized curriculum. (Exhibit 2.c) During the 99-00 year, 33 trainings were done for 356 total participants. (Exhibit 2.d) Participant evaluations indicated a high degree of client satisfaction with the training. (Exhibit 2.e)

In recognition of the logistics of a small central office staff providing personal support to users in a wide geographic area, planning was begun to expand the electronic help desk. (Exhibit 2.f)



OTAN TELEPHONE TECHNICAL SUPPORT

June 99 - July 00

OTAN WWW Technical Assistance
Provide technical support by phone or by email to new and existing OTAN members. Assist members with technical problems that might arise while connected to the online system.

OTAN WWW User Training
Provide assistance to OTAN members on utilizing the features of the OTAN's Communication System. (e.g., Conference, Listserves, etc.)

Specialized Database Support
Provide general direction and/or technical assistance to individuals utilizing specialized (OTAN created or maintained) databases. (e.g., Course Approvals (A22) Database System)

Client Satisfaction Survey Report
OTAN Technical Assistance

A. Please check what OTAN Technical Assistance Services helped you to do:

%	No.	
13%	2	Interpret or explain an error message
6%	1	Use an Internet browser
56%	9	Locate information on the OTAN Web site
13%	2	Troubleshoot Web browser problems
6%	1	Upgrade software/browser
6%	1	Download software
31%	5	Resolve ID/password problems
19%	3	Other

Was your problem solved?

94%	15	Yes
0%	0	No

How would you rate the technical assistance you received?

0%	0	• 1 poor
0%	0	• 2
0%	0	• 3
44%	7	• 4
56%	9	• 5 excellent

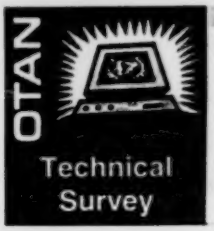
B. Have you had problems with the speed of your web browser/computer?

13%	2	Yes
88%	14	No

C. Have you had any difficulties with your software or Internet connection?

%	No.	
44%	7	Able to submit Course Approvals (A22) online
44%	7	Able to submit other data online (reports, surveys)
50%	8	Provides more direct, immediate communication
25%	4	Provides better response (feedback)
25%	4	Provides direct access to CDE and 353 support project staff
38%	6	Able to share more ideas and opinions through workgroups, conferences, and list servers

BEST COPY AVAILABLE



Client Satisfaction Survey Report
OTAN Technical Assistance

D. How has the use of the OTAN Web site changed the way you communicate with other adult educators?

0%	0 • 1 poor
6%	1 • 2
25%	4 • 3
44%	7 • 4
19%	3 • 5 excellent

E. How have you used information in OTAN Resources?

75%	12	For quick access to workshop and conference information
25%	4	To locate directory information about individuals
25%	4	To access funding information for writing proposals
50%	8	To keep current on legislative information impacting programs
31%	5	To model on sample course outlines/lesson plans
31%	5	To find references or full text articles for writing a report
19%	3	To find data for making presentation
38%	6	To look up California or federal regulations governing adult education
19%	3	To locate vendors of adult education materials
44%	7	To locate information for improving instruction
31%	5	To find adult education program requirements
0%	0	To obtain a multi-media presentation

F. Have you had any problems locating information on OTAN Web site?

%	No.	
31%	5	Yes
56%	9	No

Total surveys mailed:	118
Total surveys returned:	16
Return Rate:	14%

Note:
Percentage total per question may not total 100% due to unanswered questions

BEST COPY AVAILABLE

OTAN Training Course Descriptions

Introduction to the World Wide Web and the OTAN Web Site

Session Length: 3 hours

This course is designed for users that are new to the OTAN Web site. The first half of this workshop gives an overview of the Internet and of the World Wide Web. Covered topics will include how to use a web browser. The second half of the workshop is an introduction to the OTAN Web site. Covered topics will include the information resources available on the OTAN Web site. Participants are also given the opportunity to do hands-on exercises.

Adult Education Resources on the Internet

Session Length: 3 hours

This class is designed for users already familiar with the Internet, including students that have previously taken the Introduction to the World Wide Web and the OTAN Web Site class. This session focuses on the information resources available on the OTAN Online Web site and on the Internet. Topics include effective strategies for searching the different documents and databases on the OTAN Web site, and on using the OTAN Web site as a gateway to the best adult education sites available on the internet. Participants are also given the opportunity to do hands-on exercises.

Collaborating and Other Features on the OTAN Web Site

Session Length: 3 hours

This workshop is designed for experienced users of the OTAN Web site. Participants will be introduced to the newest features of the OTAN Web site including registration, networking with user directory, conferencing, and new content areas. The class will constantly be updated as new features are added to the OTAN Web site. Participants are also given the opportunity to do hands-on exercises.

Educational Software for Adult Education

Session Length: 2 hours

This session is designed to demonstrate new or exemplary software that is appropriate for the adult education classroom. The demonstration can be customized to participant interests, such as software for specific computer platforms including PCs or Macintoshes or for specific subject areas such as ESL, GED, ABE, etc. The session can be designed for hands on participation or demonstration only.

Integrating the Internet into the Adult Education Classroom

Session Length: 3-4 hours

This workshop is designed to provide adult education teachers guidelines for integrating the Internet into their classroom instruction. Topics to be covered include: Why Use the Internet?, Barriers in Using the Internet in the Classroom, Evaluating Existing Sites for Usefulness, How the Internet can be Used, Getting Started, and Available Resources. Teachers will participate in two hands-on projects. The first is an exercise on evaluating Web sites for usefulness, and the second will be to develop a lesson plan to take home to use.

OTAN Web Site Trainings

Date	Presentation Title	Location	Participants
July 21, 1999	New Features of the OTAN Web Site - A.M. Session	LAUSD - Valley Site	9
July 21, 1999	New Features of the OTAN Web Site - P.M. Session	LAUSD - Valley Site	12
July 21, 1999	New OTAN Web Site - P.M. Session 2	LAUSD - West LA Site	12
July 21, 1999	New OTAN Web Site - P.M. Session 1	LAUSD - West LA Site	15
August 17, 1999	Accessing Online Resources	Santa Ana College	19
August 27, 1999	Accessing Online Resources	Sacramento County Office of Education	3
August 31, 1999	Accessing Online Resources - A.M. Session	Fresno County Office of Education	10
August 31, 1999	Accessing Online Resources - P.M Session	Fresno County Office of Education	4
September 10, 1999	Accessing Online Resources - A.M Session	Fremont Adult School	11
September 10, 1999	Accessing Online Resources - P.M Session	Fremont Adult School	5
September 29, 1999	New Features of OTAN	Los Angeles County Office of Education	2
September 30, 1999	Intro to the WWW and OTAN	Los Angeles County Office of Education	5
September 30, 1999	Adult Ed Resources on the Internet	Los Angeles County Office of Education	6
October 20, 1999	Adult Ed Resources on the Internet - A.M. Session	San Diego County Office of Education	10
October 20, 1999	Adult Ed Resources on the Internet - P.M. Session	San Diego County Office of Education	12
October 23, 1999	Intro to the WWW and the OTAN Web Site	Independence Adult Center-San Jose	8

BEST COPY AVAILABLE

OTAN Web Site Trainings

Date	Presentation Title	Location	Participants
October 23, 1999	Intro to the WWW and the OTAN Web Site	Independence Adult Center-San Jose Part of East Side Adult School	8
October 23, 1999	Adult Ed Resources on the Internet	Independence Adult Center-San Jose Part of East Side Adult School	14
October 23, 1999	Intro to the WWW and OTAN	East Side	9
October 23, 1999	Adult Ed Resources on the Internet	East Side	12
October 29, 1999	Address Books and Round Tabl	SCOE	12
November 16, 1999	Intro to the WWW and OTAN	SCOE	5
November 16, 1999	Adult Ed. Resources on the Internet	SCOE	6
November 17, 1999	New Features of the OTAN Web site	SCOE	2
December 2, 1999	Adult Ed. Resources on the Internet	Reedley College	12
February 26, 2000	Adult Education Resources on the Internet	Rowland Adult School at Rincon Intermediate in West Covina	30
March 3, 2000	Adult Education Resources on the Internet - A	San Francisco	11
March 3, 2000	Intro to the WWW and the OTAN Web site	National City Adult School	15
March 31, 2000	Adult Education Resources on the Internet	Long Beach School for Adults	22
April 6, 2000	Adult Education Resources on the Internet and Electronic Collaboration	Auburn, CA Placer School for Adults	14
April 28, 2000	Adult Education Resources on the Internet	Manteca Adult School	9
June 2, 2000	Adult Education Resources on the Internet	Simi Valley Adult School	13

Total Trainings 33

Total Participants 356

BEST COPY AVAILABLE

Outreach and Technical Assistance Network

OTAN WEB SITE TRAINING

EVALUATION SUMMARY

(1 = Strongly Disagree, 5 = Strongly Agree)

		Total Rating Count						Average
		1	2	3	4	5	N/A	Score
1.	1. The training location was easy to find.	29	5	32	35	164	1	**4.12**
2.	2. The training objectives were clearly stated.	3	6	25	46	186	1	**4.51**
3.	3 The overall training was easy to follow and understand.	3	8	25	51	179	1	**4.47**
4.	4 The trainer spent ample time answering questions about the system.	8	3	21	46	186	1	**4.49**
5.	5 The training handouts and visuals were used effectively.	3	3	23	50	183	1	**4.54**
6.	6 There was enough time to complete each section of the training	17	16	43	59	129	1	**4.00**
7.	7 The hands-on portion of the training made the OTAN system easier to use.	2	5	21	43	194	1	**4.58**
8.	8 I feel comfortable enough with the OTAN system to begin exploring other system features on my own.	3	9	29	37	187	1	**4.48**
9.	9 I would highly recommend this training to a friend.	2	4	21	34	202	1	**4.62**

Overall Rating Average = 4.40

Total Number of Responses = 268

Total Training Days = 12

BEST COPY AVAILABLE

OTAN Publications

All of the following files can be viewed in-line using the Adobe Acrobat Plug-in for Netscape, or they may be downloaded for local use.

Online Connection (OTAN's Newsletter)

WWW Training Handouts

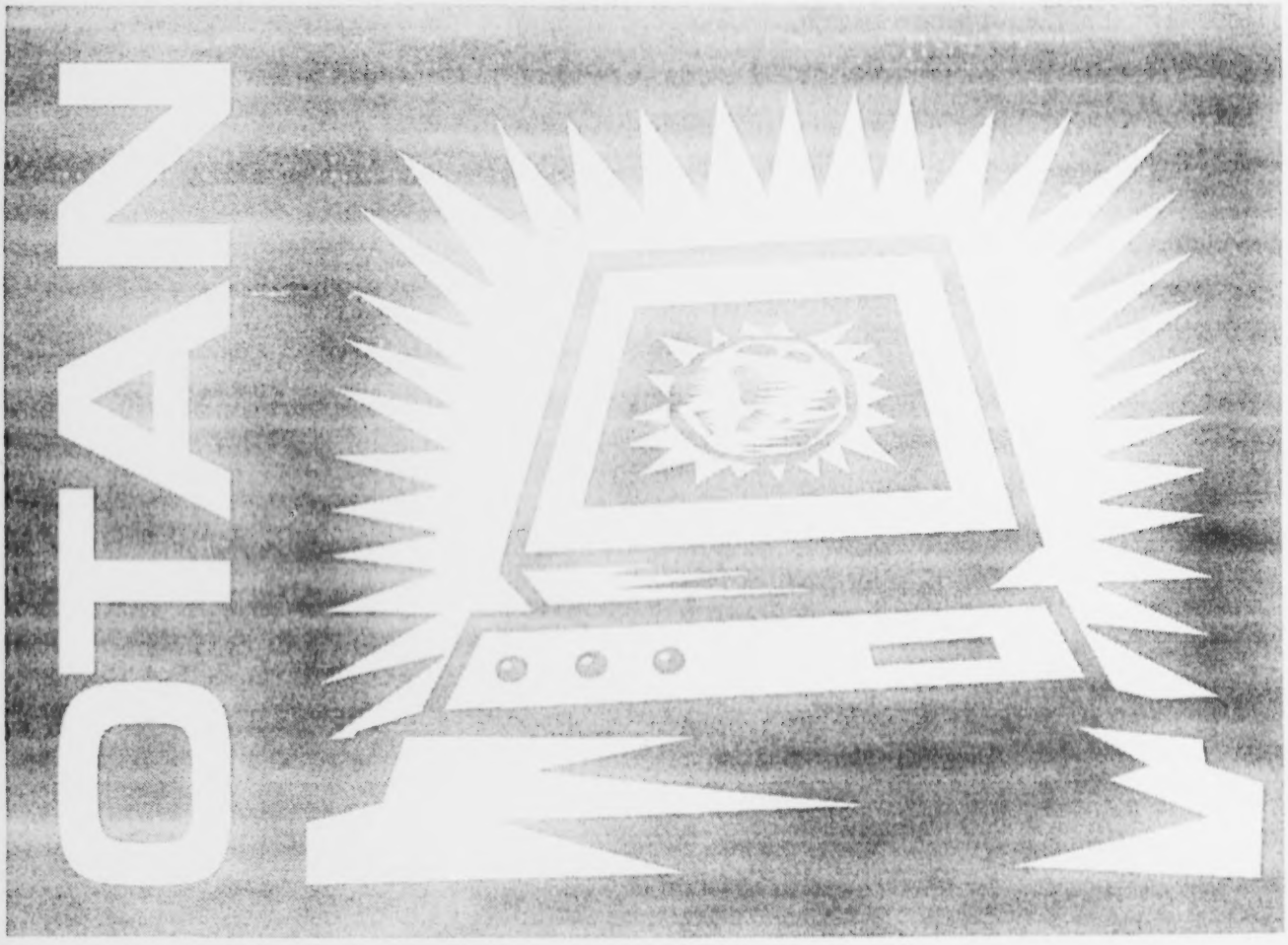
- OTAN Web Site Content and Searching
- New Features of the OTAN Web Site
- Plug-ins, Downloading, File Compression and CGI
- Education Resources on the World Wide Web
- Introduction to the World Wide Web and the OTAN Web Site
- Top Ten English as a Second Language World Wide Web Sites

Handouts

- ForumRoadMap
- SiteMap

Electronic Communication

3. Marketing



3. Marketing

In order to raise client awareness of OTAN services and to obtain client input, OTAN engages in a variety of marketing activities.

Print marketing materials are developed and distributed. A 3-fold colored brochure was produced in July for the new contract and widely distributed. A quarterly newsletter, *Online Connection*, is mailed to members who have provided a mailing address for the directory and an electronic version is also posted on the Web site. (Exhibit 3.a) The mailing list is over 1,000 persons.

Staff members attend conferences and present workshops on OTAN products and services. During the 99-00 year, staff made a total of 10 presentations for a total of 197 participants. (Exhibit 3.b)

OTAN has a system to stimulate interest among inactive members and to keep the Web site directory current. Members who are inactive several months receive email reminders about the site before they are deleted. The reminders include their user i.d. and password. An analysis of statistics shows that over 10% of inactive members who receive a marketing email respond by logging into the site. (Exhibit 3.c) A comparison of inactive and deleted users over time shows a very positive trend -- the number of inactive users in the directory at any one time is actually decreasing as the number of members in the directory continues to grow. (Exhibit 3.d)

OTAN

Online Connection

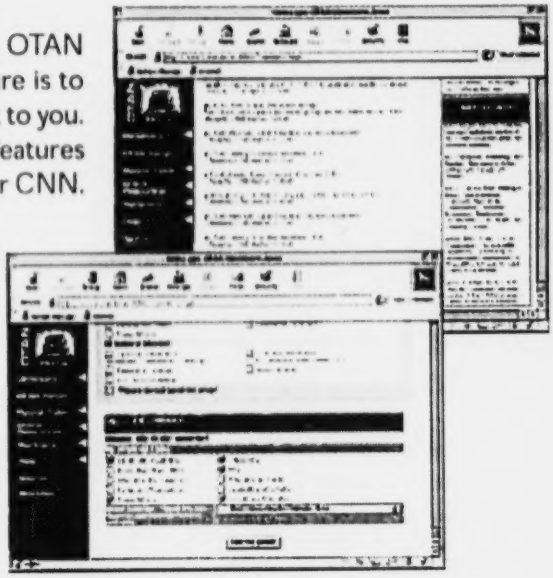
A publication for members of the Outreach and Technical Assistance Network

Winter 2000

My OTAN has Arrived!

by Randi Knutson

Check out our newest addition to the OTAN Web site: **My OTAN.** The goal of this feature is to provide top-level information of direct interest to you. You may have seen similar "customizable" features on some commercial Web sites such as Yahoo or CNN. **My OTAN** allows you to choose from ten different areas of interest on the OTAN web site. Items that you select appear in a new section on our home page, entitled **My OTAN.** These items might include a new article, Internet link, news item, calendar item, or a newly-added library document. The purpose of **My OTAN** is to provide you with up-to-the-minute information and resources that you are interested in, right on the home page!



My OTAN, a new feature on the home page, gives you up-to-the-minute information and resources.

How to Customize My OTAN:

Simply log on to the OTAN Web site as usual. Once you have logged in, look for the grey area on the right side of the page. There's a new link visible – **My OTAN**. Right now, it's inviting you to click on the red graphic to customize your "My OTAN" preferences. Click on the red **My OTAN** link and select any or all of the ten areas of interest. Be sure to save your changes at the bottom of the Profile Page. When you return to the OTAN Members Home Page, you'll see links to the areas you selected. Try making some changes to your **My OTAN** profile and see how these changes are reflected on your own OTAN Home Page!

Inside

- OTAN Training
- Power User
- You Want to Know What?
- Surf Report
- Librarian's Desk
- ETL Update

Director's Message

by John Fleischman

According to a recent survey by IDC Research, only 25% of Web users will enter their real name and email address on registration-based Web sites. The other 75% refuse to enter any information or will enter phony names and email addresses. If you're trying to avoid junk email I suppose the latter approach makes sense. However, registration and password features can be used to make a Web site more user-friendly.

One reason the OTAN Web site is password protected is so that we can provide information of direct interest to you. Collecting information about your individual interests and preferences has allowed us to customize the delivery of information to your email. Now you

BEST COPY AVAILABLE

OTAN Training

by Melinda Holt

OTAN training is available to anyone who is a current or prospective OTAN member. The in-depth training is designed to help OTAN users communicate and utilize the many resources available on the Internet. And it is absolutely FREE!

OTAN trains its users throughout California, and all participants are given the opportunity to follow along with the instructor and complete hands-on exercises. Currently there are four training classes available:

Introduction to the World Wide Web and the OTAN Web Site is designed for users that are new to the World Wide Web and the OTAN Web site. It provides an overview of the Internet and the WWW, and gives an introduction to the OTAN Web site.

Adult Education Resources on the Internet is for the more Internet savvy user or for someone that has previously taken the Introduction to the World Wide Web and the OTAN Web Site class. The class focuses on the information resources available on the OTAN Web site and on the Internet.

New Features of the OTAN Web Site is offered for the user that has previously attended an OTAN class or just needs a "refresher course." This particular class is updated as new features are added to the OTAN Web site.

Five reasons you may need OTAN Training:

5. You have only been to the OTAN Web site once or twice.
4. You not sure what OTAN has to offer.
3. You have tried searching for adult education materials on the Internet with little or no success.
2. You are a regular user of OTAN and want to be kept current on the changes and additions on the Web site.
1. When people talk about "Navigator" or "Explorer" you think they are referring to John Glenn or Leif Ericsson!

Educational Software for Adult Education is a new addition to the training list. Designed to demonstrate new or exemplary software for use in Adult Education, this particular training can be customized to participant interests and can be presented as a demonstration or hands-on.

There is a complete list of scheduled OTAN trainings and site locations available on OTAN's Web site. First, log into OTAN (www.otan.dni.us) and select OTAN Training from the "Help" menu. There you can view information on classes that are currently scheduled and course descriptions. To register for a class, just click on "Register" in the red menubar. After you complete some information about yourself and select the training class and date you wish to attend click on the Register button at the bottom of the form. You will receive an online confirmation that you have been added to the class roster that you can also print for your records. It's that easy!

Need more information about OTAN training? Call us - we have all the answers! (well, most of them anyway)1-800-894-3113. You can also email your questions and/or comments to: support@otan.dni.us

BEST COPY AVAILABLE

Power User

by Melinda Holt

OTAN membership embodies an assortment of users - all of whom have a wide range of needs and different uses for the OTAN Web site. Periodically OTAN profiles a member whose use of the Web site generally exceeds the norm. These particular members are known as "Power Users" and OTAN would like to recognize LaRanda Marr from Oakland, California, as a Power User!

From 1979 to 1992 LaRanda had been an adult education instructor working in community based organizations and adults schools in San Francisco, Oakland and Richmond. Since then she has been serving as a Resource Teacher for ABE, ESL and Citizenship programs at the Oakland Adult Education Department.

"OTAN has helped me to do my work more efficiently and effectively. This translates to better programs and services to learners."

- LaRanda Marr

LaRanda has used the OTAN Web site in a variety of ways and states, "OTAN has quietly transformed the way I do my work here in the central adult education office....The electronic network has been invaluable in helping me communicate with colleagues, locating information quickly and efficiently, and keeping me on the forefront of adult education issues, research, and information."

Here are just a few examples of how LaRanda utilizes the OTAN Web site:

- Participated in a "Special Topic Workgroup" of the OTAN Round Table. As a participant in the Adult Education Leadership Training program her group posted projects in an online workgroup. LaRanda states that, "Colleagues from throughout the state were able to share ideas and opinions by logging onto the work group."
- Submits courses for approval to the California Department of Education online through OTAN. She states, "I love the streamlined... system. The entire process is much more efficient ..."
- Searches for information. "I've been successful in digging up much needed facts and figures for proposals with the help of Doris Ivy, a top-notch [OTAN] research librarian ..."
- Utilized OTAN to assist in program curriculum changes. "We used OTAN to see what other programs were doing and looked at course outlines prepared by other teachers."
- Used online training for the 231 grant application. "....a very efficient way to receive training....I was able to just sit at my computer in my office and get all the information I needed....[it] was a good way to post questions, and get answers."

We salute LaRanda Marr for being a Power User and applaud the many and varied ways in which she has used the OTAN Web site! Watch future newsletters for other OTAN Power Users...it might be you!

You Want to Know What?

by Linda Swanson

When you registered at the OTAN Web site, we asked you for information about who you are and where you work. Then later we requested you fill out a "profile." You may have thought "Profile? I'm not in any trouble am I?" or "Why do they need all this information about me and what are they going to do with it?"

Well here are some of the benefits you'll receive by completing your OTAN Registration Information...

- participation in electronic networking, a virtual online community of adult educators
- email notification of the latest postings that match your interests
- the ability to customize your OTAN home page

All of the above are available, but we also offer a variety of privacy options. For instance, you can choose how you would like to be listed in our directory (if at all) and whether or not you would like email notification.

What are the "Subject Area" selections used for?

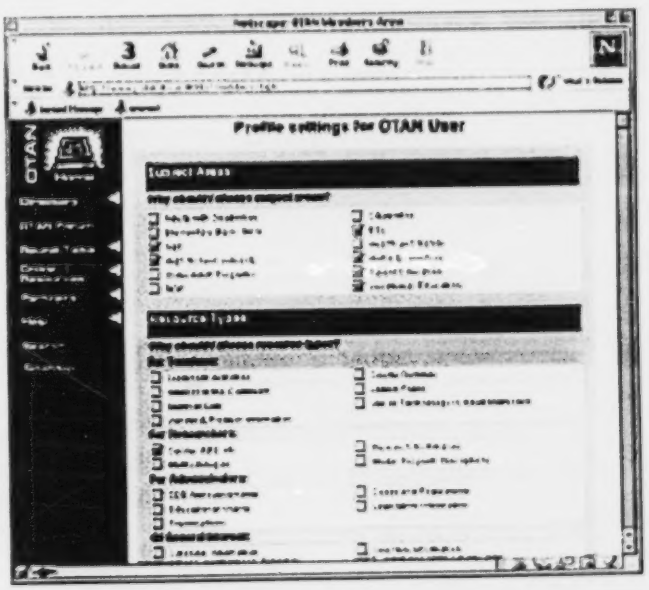
Subject area selections are searchable within the OTAN Directory. You can search for other educators with the same interests, and other educators can locate you to network. You can also be notified by email of new information on the OTAN Web Site that's in your area(s) of interest. If you don't want to receive email, just check the box provided.

What are the "Resource Type" selections used for?

Resource area selections are used to notify you by email of new resource additions on the OTAN Web Site. If you don't want to receive email, you can just check the box provided here also.

What's this about a customized OTAN Home Page?

OTAN is in the process of redesigning the home page. One of the features we are adding is an area that will have customized hot links you see when you login to alert you to new information matching your interests. The goal of this feature is to make it easier for you to find the information you need, thus saving you time when you visit our site. Currently, hot link services are available in ten areas.



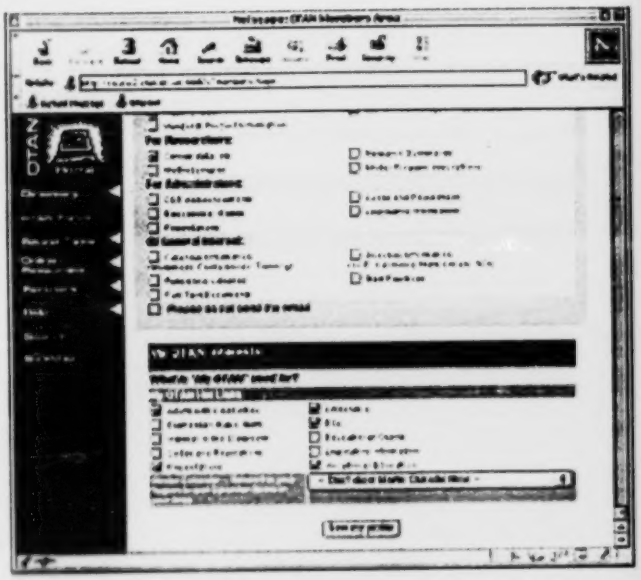
By selecting Subjects Areas and Resource Types you can receive email about new information on the OTAN web site related to your interests.

BEST COPY AVAILABLE

You want to Know What?

cont. from prev. page

If you want a special "My OTAN" section added to your OTAN Members Home Page, just **Edit Your Profile** (go to the Directory selection on the home page choose Edit Profile) and check the area(s) you would like to have appear.



By editing your profile, you can have the My OTAN section of the home page tailored to your interests.

Will you be selling or giving my information to anyone else?

Personal and professional information provided to OTAN is strictly for the use of OTAN and other registered OTAN members. We do not sell or give away lists to anyone for any reason. We understand that your participation in OTAN does not mean you want information from other sources.

We hope you will feel comfortable providing us with the information we have requested. Most of the information we request is professional in nature, not personal. Our only goal is to help you to be more effective and efficient in your position as an adult educator. OTAN is dedicated to constantly improving the way we distribute information to our members.

Surf Report

by Alan Galbraith

Winter temperatures and low waves keep the surf report short this issue, but the sites we can report on are good ones. Northstar-at-Tahoe (http://www.skinorthstar.com) lets you check out the latest snow conditions, make reservations at the lodge, and event see a live picture from the top of the mountain. With a cell phone and a buddy with a computer at home you can wave "hi" from hundreds of miles away.

You can now tune into to the sounds of Mars! Onboard the Mars Polar Lander, that touched down on the surface of Mars in Dec, 1999, is a small microphone. Sounds from this microphone are beamed back to earth and posted on the Planetary Society's web site (http://www.planetary.org) for the world to hear. I wonder if anyone has thought about a Martian translating service?

BEST COPY AVAILABLE

OTAN

From the Librarian's Desk

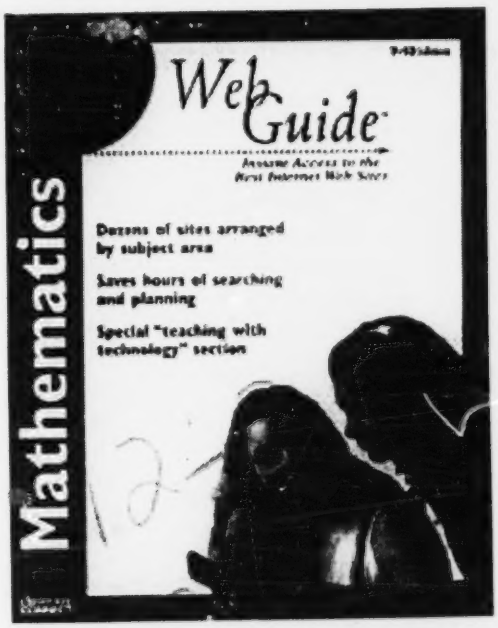
by Doris Ivy

It has been several months since I've given you an update on the OTAN technology collection. We have added a number of titles in both print and software. We have also received software donations from publishers such as Educational Activities, Contemporary Books, DynEd, Micro-Intel, and The Workplace Learning Resource Center in San Diego.

One of the software programs, Basic Life Skills at Work: The Factory Mystery, is an adventure and strategy game with a range of activities designed to improve the user's English language, calculation, and computer skills. The software places the user in real life situations where they read documents and explore locations. Users become detectives, employing their powers of observation and analysis to solve a mystery while at the same time working on grammar, reading comprehension, and basic arithmetic. The program is from Micro-Intel. The company Web site is http://www.micro-intel.com/. The company is based in Quebec, Canada.

Screen shot from Basic Life Skills at Work. Users become detectives and solve a mystery while building skills.

We have added a number of books to our print collection about integrating the Internet into the classroom. One company, Classroom Connect, produces a number of materials relating to using the Internet. Their materials are designed for K-12 students, but the contents in many cases can be adapted for adult education classrooms. OTAN's collection includes the grades 7-12 Web Guides series. The series include books on integrating language arts, math, music, science, and social studies. Each book contains dozens of Web sites arranged by subject area with the URL (Web address), a brief description, and an integration idea. Classroom Connect's URL is http://store.classroom.com/. The Web site has free resources as well.


Web Guide
Mathematics
Dozens of sites arranged by subject area
Saves hours of searching and planning
Special "teaching with technology" section

Classroom Connect's K-12 series of books lists web sites and gives you tips on classroom use of the contents.

Please feel free to contact me at OTAN if you have questions about software questions. If you are interested, I can arrange software demonstrations here in Sacramento or at your site. Contact me at 800-894-3113 (CA only), 916-228-2580, or divy@otan.dni.us.

BEST COPY AVAILABLE

Employment Training Library Update

by Shelly Shaver

You can borrow **FREE** Videos and books via UPS from the Employment Training Library. Are you teaching or training people who need to know

- **How To Find a Job?**
- **How To Succeed on the Job?**

Some of our most popular materials

Job Search Videos

AV-294 First Impressions. Job interview Video.

AV-276 Common Mistakes Made in Job Interviews. Video.

AV-243 Why Work? 50 minute Video on how to motivate people to want to work.

Job Success Videos

AV-278 Work Habits for the Beginner. Video.

AV-296 Making It On Your First Job. Video discusses similarities between world of work and school. Covers the first week of work and reviews success skills.

AV-270 Top 9 1/2 Positive Work Habits. Video.

Job Success Workbooks

02308 No One Is Unemployable. Full of interview tips for the hard-to-employ.

02365 Skills You Need To Keep Your Job. Workbook of information and self-evaluation checklists to help new workers succeed.

02361 A Young Person's Guide to Getting and Keeping a Job. Humorous workbook for teens and adults.

02363 Job Savvy. Step-by-step workbook for success on the Job. Many worksheets and suggested activities.

01623 Life Skills: Attitudes on the Job. Workbook.

02219 Communicating Effectively. Workbook on communication skills.

02362 Success Abilities: 1,003 Practical Ways to Keep Up, Stand Out, and Move Ahead at Work. More advanced collection of tips, winner of "Best Career Book of the Year" by Publishers Marketing Association.

For Low-level Readers or ESL:

02366 Finding a Job Is a Job. Guide written in simple language to help students with their first Job search.

Other Materials:

02255 Teaching Workplace Skills. Strategies for teaching basic skills, motivation, communication, teamwork, and other skills.

02333 How To Teach Adults. Bestselling guide.

Just call Shelley Shaver at Employment Training Library, (916) 228-2752.
Your only expense is shipping the material back to us (via UPS).

BEST COPY AVAILABLE

Director's Message

cont. from page 1

can also have customized information delivered the OTAN Web site each time you log-on. To understand how we're evolving this system and to learn how to customize your "My OTAN," see the lead article by Randi Knutson.

The directory information you provide also allows you to become part of the growing OTAN electronic collaboration community. Many OTAN users have found the OTAN Directory to be an effective tool to link with other adult educators with similar interests. Some of our "power users" have taken advantage of these features to connect with colleagues from throughout the state. To learn about one of our many power users, check out Melinda Holt's article about LaRanda Marr from Oakland, California.

Becoming a power user of the Web takes a bit of time and practice. Some of us have the time and inclination to learn on our own, but others of us need hands-on and guided practice. If you learn best through hands-on, please consider participating in one of OTAN's training sessions. We're offering classes throughout California where participants can learn with a knowledgeable instructor. Current Internet-related classes offered include *Introduction to the World Wide Web and the OTAN Web Site, Adult Education Resources on the Internet,* and *New Features of the OTAN Web Site.*

Feel free to contact any of our helpful OTAN staff if you have any questions regarding how to use any of the resources or services provided by the Outreach and Technical Assistance Network.

Outreach and Technical Assistance Network
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827-3399
Department: OTAN 643346065

(916) 228-2580
(800) 894-3113 (in California)
(916) 228-2563 Fax

OTAN activities are funded by contract #9000 of the Federal P.L., 105-220, Section 223, from the Adult Education Office, Education Support Services Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

OTAN

Online Connection

A publication for members of the Outreach and Technical Assistance Network

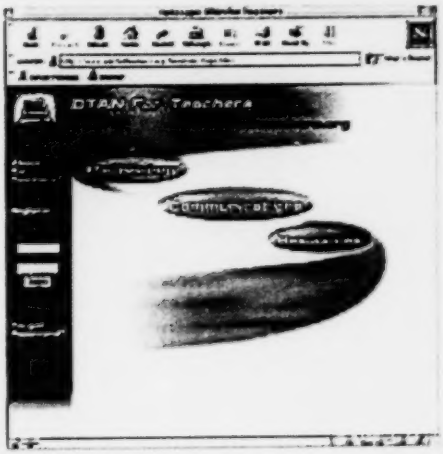
Spring 2000

A New Web Site Just For Teachers!

by Linda West

Coming from OTAN to a computer near you is a new Web site called Adultedteachers.org. The Internet connectivity of California's adult education instructors and classrooms is improving. While at one time, the typical member of the OTAN online community was an adult education site administrator, today there are more adult education teachers and teacher/coordinators registered on the Web site. As a result, OTAN is expanding its Web site with additional teacher/learner resources and links, with a goal of enhancing student instruction.

On November 3, as a first step in the new initiative, OTAN hosted a Focus Group of teachers who already use the Internet in instruction. The participants were a representative group including: large and small agencies located in the north and south; adult schools, an occupational center, and a community college; and a wide range of instructional programs.



OTAN For Teachers login page @: http://www.adultedteachers.org.

1. Barry Bakin	LAUSD/DACE - Van Nuys CAS	ESL/Citizenship
2. Richard DeGiorgis	Nevada City	Career Preparation
3. Susan Gaer	Santa Ana College District	ESL
4. Aileen Genoff	Mountain View/Los Aptos	Developmentally Delayed
5. Abby Kahn	Hacienda La Puente Adult	Workplace Programs
6. Margaret Kirkpatrick	SCOE/Staff Development Institute	Professional Development
7. Susan Sherod	LAUSD/DACE-West Valley Occ Ctr	Vocational - Drafting
8. Marcia Ugalde	Montebello Adult	ABE

cont. next page

Director's Message

by John Fleischman

The OTAN Online community continues to grow. At last count, 3,454 members were registered to use the OTAN Web site.

Historically, most users of the OTAN site have been administrators, resource teachers and researchers. But times have changed. Most new users of OTAN Web resources are classroom instructors.

To address the information needs of this growing group of users, OTAN is developing a parallel Web site just for teachers. The initial focus of the site will be to provide information that will assist instructors who want to integrate technology into adult education classrooms.

cont. page 8

Inside

- OTAN For Teachers
- OTAN Product Ordering
- CCAE Conference
- Training
- ESL Radio
- Surf Report

BEST COPY AVAILABLE

A New Web Site Just For Teachers!

cont. from prev. page

The purpose of the meeting was to identify support needs of adult education instructors using the Internet and to propose ways that OTAN might effectively use its resources. The group brainstorming and discussion activities were extraordinarily productive, with a large number of good ideas noted for study and implementation.

The adult education teacher Web site is specifically designed to meet the needs of adult education instructors who want to integrate technology into adult classrooms. The new site will include: teaching resources such as free instructional software, lesson plans, Web site links and reviews, and a photo bank; communication resources such as listservs, chat areas, and communication software; and technical support such as tips for using hardware, instructions on downloading plug-ins, and utilities.

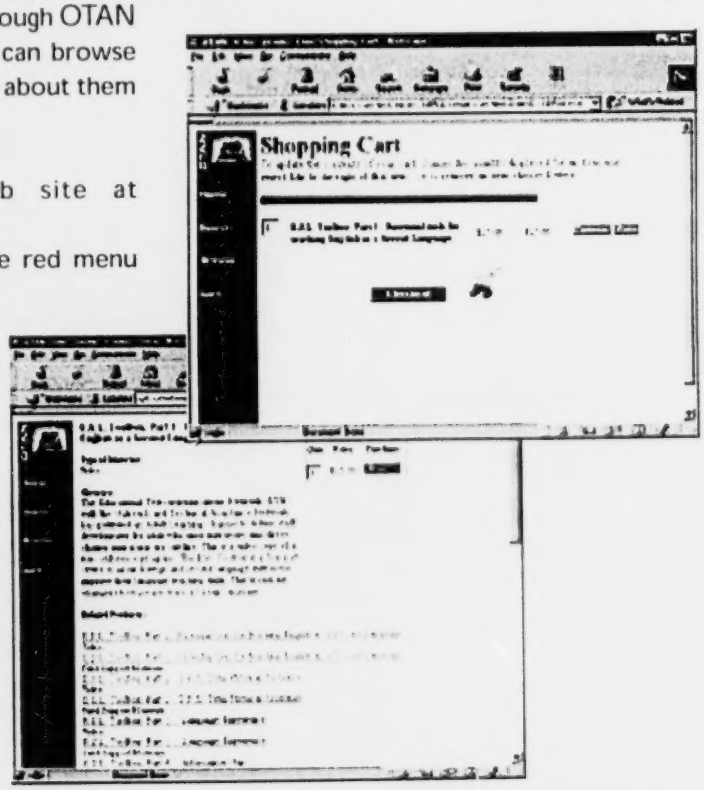
For the past several months, LAUSD's West Valley Occupational Center has allowed Susan Sherod to work with OTAN as a visiting educator to develop the site. OTAN's adult education teacher Web site is scheduled to be unveiled at the California Council for Adult education (CCAE) State Conference in Fresno in May. (See page 3)

Order OTAN Products Online

by Suzanne Fletcher

The OTAN Project offers a variety of materials designed to assist the adult educator in making decisions about managing programs and improving classroom instruction. These exemplary resources are available through OTAN on a cost-recovery basis. You can browse through our products and read about them by following these easy steps:

- Log onto the Web site at www.otan.dni.us
- Click on Forum on the red menu bar to go to the OTAN Forum
- Click on the shopping cart icon for CA Adult Ed Products



After browsing our products, you can order by calling (916) 228-2580, 8-5 PST Mon-Fri, fax: (916) 228-2563, or use our new Online Ordering System! Payment can be made with a credit card, check or purchase order.

BEST COPY AVAILABLE

OTAN @ CCAE State Conference 2000

by Linda West

OTAN invites you to take advantage of workshops we are sponsoring at the CCAE State Conference 2000 being held at the Fresno Convention Center on May 5 and May 6.

Customizing Your Adult Ed Web Site
Presenter: Jerry Jones
Friday, 8:30 a.m.
Learn how to customize your OTAN Home Page and sign up for email notifications on Adult Education topics

Software for the Adult Education Classroom
Presenter: Doris Ivy
Friday, 8:30 a.m. (2 hours)
Learn how to evaluate software and explore creative ways to adapt software for use in adult education

Adult Education Resources on the Internet
Presenter: Melinda Holt
Friday, 2:15 p.m.
Explore strategies for searching the electronic resources on the OTAN Web site and using OTAN as a gateway to the top adult education sites available on the Internet

New at Adultedteachers.org
Presenters: Linda West and Susan Sherod
Friday, 3:30 p.m.
Don't miss a demonstration of new resources available for teachers who want to use computers and the Internet in their classrooms

CCAE State Conference 2000
From the Heart of the Valley
To the Peak of Success

Radisson Hotel & Convention Center
Fresno, Ca
May4-6, 2000

(916) 444-3323 www.ccaestate.org

OTAN Spring Training

by Melinda Holt

Spring is in the air...and so are OTAN trainers!

OTAN provides free training for all current and prospective OTAN members. Our staff have been traveling to different adult schools and labs throughout California presenting workshops on the OTAN Web site to adult educators and support staff. Thanks to Maria Rosales-Uribe, Rocky Bettar and Melinda Seshiki, recent classes have been held at the San Francisco City College and Rowland Adult School.

We welcome the opportunity to provide workshops for all current and prospective OTAN users. Our trainers would like nothing more than to come to your area to supply that training! There are still open dates for spring training. Don't get left out – contact us either by phone (800-894-3113) or email (support@otan.dni.us) and we will set up your workshop today!

Currently OTAN provides four different training classes. Find one that matches your needs:

Intro to the WWW and the OTAN Web site
Designed for users that are new to the Internet and the OTAN Web site. General overview of both presented.

Adult Education Resources on the Internet
For users familiar with the Internet and somewhat familiar with OTAN. More detailed instruction given on resources contained within the OTAN Web site.

Collaborating and Other Features on the OTAN Web site
Aimed at experienced users of the OTAN Web site. Focuses on collaborative areas and new features of OTAN.

Educational Software for Adult Education
Designed to demonstrate new or exemplary software that is appropriate for the adult education classroom.

Each of the classes generally run for three hours and include "hands on time" for all participants. Perfect for staff development!

To find out more about these workshops, or to send a suggestion on a prospective training site, visit our Web site at http://www.otan.dni.us. Click on the "Help" button in the red menubar after logging in, then click on the "OTAN Training" link. Once at the Training page, you can get detailed descriptions of each of the workshops by clicking on "Courses" in the red menubar - you can also recommend a training site by clicking "Suggestions."

If you would like to schedule a workshop in your area, please call OTAN at 1-800-894-3113, or fill out the suggestion form from the OTAN Training page. Please include your name and a phone number where you can be reached. To hold a workshop, a minimum of ten people must be registered to attend, the lab must be equipped with at least a T-1 Internet connection, and there must be enough computers to accommodate everyone who attends.

Hope to hear from you soon! Our trainers just love those frequent flyer miles!

ESL Instruction Using Radio

by Doris Ivy

Have you ever thought about delivering ESL instruction using radio as a distance learning medium? In the 1930s to 1950s that might have been an affirmative answer, but this is the year 2000! Satellite, broadcast television, video, and of course the Internet are currently used for delivering ESL at a distance, but radio...how quaint!

So what a surprise it was to see the topic of one of the presentations at the Distance Learning 2000 Conference at the end of February. The presentation was "Using the Radio for ESL Instruction" by Ngyuen Phu Lam from Santa Clara Adult School. The school provides ESL Multi-Level/Conversational English for Real Life Program to the surrounding Vietnamese community using radio. The Bay Area's Vietnamese language station, KNTA 1430 AM, broadcasts the lessons which cover life skills topics such as citizenship, landlord-tenant relations, local transportation, job search, and dealing with law enforcement officers.

Shortly after the DL Conference, West Marin Literacy requested a bibliography of resources about using radio drama for presenting ESL instruction to Spanish speaking clients. Although the majority of references are 1960-1980, there does appear to be interest in using radio, particularly for ESL.

Space doesn't permit the complete bibliography to be included in our newsletter, but here are some of the results of the research:

On the Internet

Holly's Favorite Listening Sites
http://www.wam.umd.edu/~hgray/listenwww.htm#Radio
This site contains the following catagories:

- Tips for ESL teachers—got the great listening site, don't know what to do with it?
- Sites especially for the ESL learner
- Interviews and news
- Radio dramas
- Speeches
- Film and TV
- Songs

Radio Days: WebQuest
This site has **many** links of interest.
The URL is http://www.branson.k12.mo.us/langarts/radio/radio.htm

The Drama Source
Educational and Source Material for Canadian and American Drama Teachers
http://www.neptune.cn.ca/~dramasrc/index.htm

ESL Instruction Using Radio

cont. from prev. page

ERIC Documents

Ninno, Anton. 1999. Radios in the Classroom: Curriculum Integration and Communication Skills. ERIC Digest. Available from ERIC Document Reproduction Service, ED426693. Also available online at http://ericir.syr.edu/ithome/digests/radios.html.

ABSTRACT: Teachers have explored the use of *radio* in the classroom almost since *radio* technology entered into the mainstream of society, yet *radio* remains a relatively unused mode of instruction. This Digest describes several *radio* applications and summarizes various *radio* activities to assist teachers in integrating technology into the curriculum.

Books

Whiteson, Valerie, Editor. *New Ways of Using Drama and Literature in Language Teaching.* (ISBN: 0939791668)

Finger, Alexis Gerard. *The Magic of Drama.* (ISBN: 1895451345)
Both available from Delta Systems 800-323-8270

Hess, Natalie. *All the World's A Stage: Drama for Communication* (ISBN 1882483669)
Available from Alta Books 800-258-2375

Sadow, Catherine and Sather, Edgar. (1998) *On the Air: Listening to Radio Talk.*
(ISBN 0-521-65747-4)
Available from Cambridge University Press 800-872-7423

OTAN provides free reference services to California adult educators.

Are you taking advantage?

Are you preparing a presentation for a school board or a community organization? Are you researching testimony in support of legislation? Are you trying to locate strategies for program management? Do you need best practices for instructional improvement?

Customized searches employing OTAN's special library collections and the Internet are available from OTAN. Contact Librarian Doris Ivy.

divy@otan.dni.us
Telephone: 800-894-3113

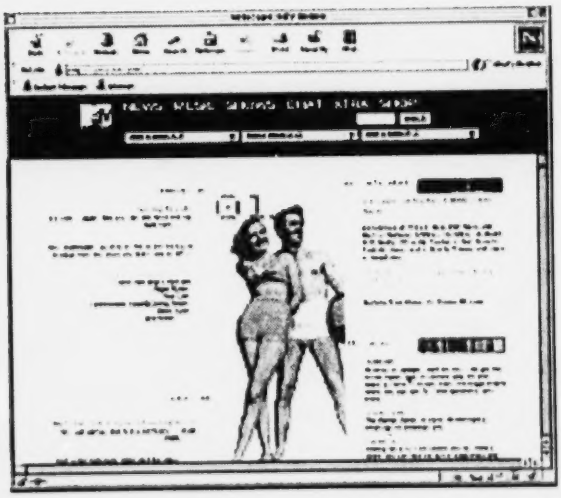
Surf Report

by Alan Galbraith

Moore's Law states that "...computing power doubles every 18 months...". No, this doesn't mean that in a year and a half your current computer will be more powerful, but it does mean the most powerful computers available keep getting more and more powerful at a very rapid pace. web Developers, software companies, and content providers are keen to soak up this new power with richer content, higher bandwidth usage, and more "gee whiz" type stuff. If you are fortunate enough to have at least a somewhat powerful computer (a Pentium 200 or above, or Power Mac) and a high speed internet connection (or patience if you have a modem) you can view the following sites.

Lots of things to do @: http://www.shockwave.com

Macromedia has been at the forefront of Multi-Media since before there was Multi-Media. So it is no surprise that one of the most interactive web sites on the Net belongs to them. Shockwave.com (http://www.shockwave.com) requires the current versions of both the Flash and Shockwave plug-ins (both available for free download from the homepage of the site). Once you are up and running with the right plug-ins you will be able to play some of your favorite arcade games, mix your own music (with interactive mixing stations that let you save and send your mixes to friends), watch full length music videos, watch Shockwave movies, and even make your own cartoons. Now all of this fun comes at a price, the site is large and takes a while to download, but it is worth the wait.



Are you next? @: http://www.mtv.com

If listening to your own music mixes has you dreaming of hitting the bigtime and winding up on MTV, you can swing over to the MTV web site and see how the pros are doing it. MTV.com (http://www.mtv.com) has the whole scoop on the new music scene. There are music videos to watch, games to play (like Busta-Sensei with a Kung-Fu fighting Busta-Rhymes), news updates from the music world, an online store to outfit you in a great new look, and show schedules for the network. MTV.com uses much less bandwidth than Shockwave.com and most of the pages download quickly. You will need the Shockwave, RealAudio/Video, and an MP3 player to see and hear all the cool stuff MTV has. Who knows, if your music mixing is good enough, you might be in the next video on the site.

BEST COPY AVAILABLE

Director's Message

cont. from page 1

The soon-to-be-released *adultedteachers.org* Web site will include information about free instructional software, lesson plans on how to integrate technology, useful Web site links, tips for using hardware, and much more. Watch the OTAN Web site News for information about this exciting new resource.

And speaking of technology.... A hot topic of discussion among adult educators is determining the best ways to reach adult learners through distance learning. At the recent Distance Learning 2000 Conference in San Diego, several hundred California adult educators participated in workshops that shared strategies and ideas on how to use technoiogy to extend learning opportunities. If this topic is of interest to you, be sure to read Doris Ivy's article about using radio as a distance learning medium.

Also in this month's issue of Online Connection is information about free training services provided by OTAN. OTAN trainers are available to come to your agency to provide expert hands-on training. Four different training classes are currently offered. For more information about these classes, please see Melinda Holt's article on Page 4.

Best wishes for a great Spring 2000!

Outreach and Technical Assistance Network
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827-3399
Department: OTAN 643346065

(916) 228-2580
(800) 894-3113 (in California)
(916) 228-2563 Fax

OTAN activities are funded by contract #9000 of the Federal P.L., 105-220, Section 223, from the Adult Education Office, Education Support Services Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

OTAN

Online Connection

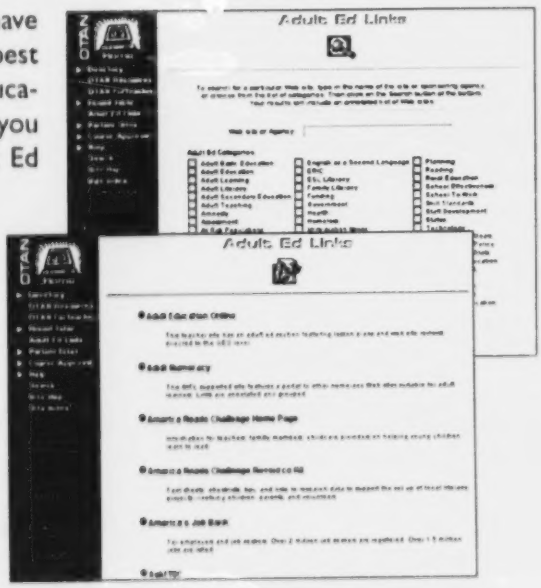
A publication for members of the Outreach and Technical Assistance Network

Summer 2000

OTAN'S New Searchable Adult Ed Links

by Suzanne Fletcher

OTAN staff monitors Web sites that have content of value to adult educators. The best sites are entered into the OTAN Adult Education Links Database that is designed to save you time surfing the Web. To get to the Adult Ed Links page, click on Adult Ed Links on the red menu bar at the left side of the OTAN Web site. You can either search or browse the Adult Ed Links.



The Adult Ed Links search and browse screens

A few clicks to enter your search criteria and you'll be linked to the "Best of the Web." As shown at the right, we've grouped the Web sites into Adult Ed Categories that allow you to narrow your search to your topic of interest. Of course, if you know the name of the Web site that you're looking for, simply type it in and click the Search button.

If you like to "shop around," you can also browse our entire list of Adult Ed Web sites alphabetically. Simply click on the Browse button. You'll notice that each site has been annotated to give you a quick synopsis of what you'll find. A sample of the returned list using the browse feature is shown above.

If you have information about Adult Education Web sites you would like to contribute, please send it via e-mail to the OTAN Managing Director, Linda West, at lwest@otan.dni.us.

Director's Message

by John Fleischman

A continuing objective of the OTAN Project is to improve the use and implementation of instructional technology for adult learning. To that end, OTAN has created a new Web site designed to provide adult educators with the latest information on hardware, software and technology planning.

The new "For Teachers" Web site, located at www.adultedteacher.org, is designed to be a one-stop electronic resource that functions in parallel to the OTAN site. Similar to the OTAN Web site, "For Teachers" offers a user profiling system that individualizes the delivery of infor-

cont. page 6

Inside

• Staff Development
• CA Adult Ed Tech Plan
• Technology For Teachers
• Wanted! Live Teachers

BEST COPY AVAILABLE

OTAN

Staff Development Problems? OTAN to the Rescue !

by Melinda Holt

Finding technology classes for staff development benefits not only the personnel involved but assists them in supporting their students. Unfortunately this type of training can be rather costly and difficult to find. Along with setting aside time for staff to attend classes there are usually travel expenses and other fees involved. Locating a class that is flexible enough to be tailored to fit your site's needs can also be complicated – technology classes tend to be rigid with very little room for customization. If you do find an appropriate class the next worry is whether or not the class will be beneficial to the varied skill levels of participating staff – from the technophobe ("I have to do what with a mouse?") to the technogeek (generally anyone who understands the term "registry"). In short, financing, finding and setting up training for staff can be a major undertaking – not to mention a major headache!

The Outreach and Technical Assistance Network has the solution – the perfect panacea! Among the many services it provides, OTAN supports and offers training to adult educators and support staff throughout California. And, because OTAN is funded through the California Department of Education, the classes provided are free of charge – very budget friendly!

OTAN training is designed to assist adult educators communicate and utilize the many resources available on the Internet. All of the sessions can be "customized" to fit the specific needs of a particular site. The classes encompass a wide range of information that cannot only be mastered by the Internet novice but will still hold the interest of the more "savvy" attendees. Presently four classes are offered with another to be added after September 2000:

- Introduction to the World Wide Web and the OTAN Web Site
- Adult Education Resources on the Internet
- Collaborating and Other Features on the OTAN Web Site
- Educational Software for Adult Education
- Integrating the Internet into the Adult Education Classroom (available Fall 2000)

OTAN's training staff are currently working with adult education administrators to set up staff development workshops throughout California and several have been scheduled for the Fall semester. Administrators who would like to schedule a training or in-service at their site or for more information on lab and class setup requirements contact OTAN technical staff by phone at 800-894-3113, which can be used anywhere in California or, if you feel the need to pay for the call, dial 916-228-2580. You can also email a request for training to support@otan.dni.us - use "Training Request" as a subject and include your name, site, and phone number within the message. An OTAN Technical Support staff will contact you and schedule a training date for your agency.

Got a lab?
Get a free Training!

Don't get left out in the cold this Fall - Schedule a training today!

California Adult Education Technology Plan

by Linda West

California adult education will address the changes to society brought on by technology that is inherent to the lifelong learning process.

The Outreach and Technical Assistance Network (OTAN) is spearheading the development of a California Adult Education Technology Plan (CAETP) under direction from the California Department of Education's Adult Education Office.

The Technology Plan will address priorities established by the Adult Education Policy and Issues Committee and recommendations indicated in the 1997-98 Annual Performance Report of Federally Funded Programs. The Plan will also serve to address significant growth of technology use in adult education programs as identified in two statewide surveys on technology use in California adult education agencies.

People

To provide overall direction in the development of the Technology Plan, an ***Advisory Committee*** *was established with representatives from adult education programs throughout California. Eleven members provided direct and detailed input into the early development of the Plan:* ***Michele Behan,*** *Instructor, Division of Adult and Continuing Education, Sweetwater Union High School District;* ***Mimi Collins,*** *Outreach Coordinator, Palm Springs Public Library;* ***Susan Gaer,*** *Assistant Professor, Centennial Education Center, Santa Ana College;* ***John D. Kerr,*** *Vice Principal, Baldwin Park Unified School District, Adult and Continuing Education;* ***Trusse Norris,*** *Administrative Coordinator, Legislation and Administrative Services, Los Angeles Unified School District, Division of Adult and Career Education;* ***Nancy Primrose,*** *Instructor, Ukiah Adult School;* ***Tom Reid,*** *Principal, OUSD/Adult Education & Technology Center;* ***Karon Roberts,*** *Instructor, Visalia Adult School;* ***Janice Roselius,*** *Curriculum Specialist, San Bernardino Adult School;* ***Bernardo Sandoval,*** *Director, Technology Services Unit, Los Angeles Unified School District, Division of Adult and Career Education;* ***Shawn Usha,*** *Instructor, Hayward Adult School.*

Process

Special thanks are due to John D. Kerr, Vice Principal, Baldwin Park Unified School District, Adult and Continuing Education, for articulating the first draft of the Vision Theme concept papers, based on notes from the Advisory Committee meetings.

A Web site to facilitate a statewide collaborative process for the Technology Plan was established. A Vision statement and concept papers expanding on eight Vision Themes were posted.

California adult educators were invited to contribute their thoughts and ideas relating to the proposed Vision and the eight Themes. About forty constructive comments were contributed electronically via Web boards connected to the concept papers.

The Next Steps

The next steps in the CAETP process will be to revise the Vision Themes and to develop goal statements for review by the California Department of Education's Adult Education Policy and Issues Committee.

The Technology Plan will put forth an overall vision and goal for technology use and will suggest statewide objectives predicated on the availability of funding. One outcome of the process will be to establish priorities for statewide staff development activities. The Plan will also offer guidelines to local agencies for infrastructure development (LAN and Internet connectivity), identification of promising practices, and strategies for evaluating the use of technology for learning.

For more information about CAETP, contact John Fleischman, Director III, Instructional Technology and Learning Resources, Sacramento County Office of Education, at the OTAN office, 916-228-2580.

OTAN

Focus on For Teachers – Technology

by Linda Swanson

Well, we hope you have all had a chance to look at our new "For Teachers" Web site located at http://www.adultedteachers.org. For those of you who haven't, we would like to invite you to come by and take a look! It's still somewhat "under construction," but the OTAN site will always be in a state of continuous improvement, so don't let that stop you.

At this new site we have an area call **Ed Technology,** which is there to help you with your technology questions. We have divided the area into the following categories: **Site Help, Distance Education, Hardware, Software, Tech Planning and Vendors**. Here's a brief description of what resources you can expect to find under these headings:

Currently this area contains information on how best to navigate the new "For Teachers" site. It also has OTAN contact information so you can give us your feedback on the new site. There is a link here so you can "Edit your profile" as your professional interest or personal information changes. You can also find tips on using our new "Search engine."

In this area, you will find a wealth of links and information on the subject of Distance Education. As this style of education becomes more and more popular, knowledge of how to handle the "distance learner" will become increasingly important. Here you will find definitions of Distance Ed, FAQs on Distance Ed as well as many links to Distance Ed programs already in place. We have also included an explanation of online course components and delivery methods.

Do you find yourself in a quandary over which system to buy or how to care for your equipment once you have it? Well, check out this area. We have some general instructions on electronic equipment as well as how to use a scanner and how to install a CD-ROM. There are many valuable resources on the Internet, and once again we would like to be your gateway to that information. So we have links to Web sites that have reviews on various types of equipment you may be interested in purchasing.

This area offers some Freeware that will help you keep track of student grades and even assist you in grading Word and/or WordPerfect documents. It also has a section on creating online quizzes and exercises. Or you can use the pre-made quizzes and exercises available at various sites. In addition to the classroom type software, there are links to many utility programs and driver resources for those times when you need to find just the right driver for your new peripheral. We also link to a variety of software reviews (both classroom and utility) that will help you in the selection of software for your class or lab.

Focus on For Teachers – Technology

by Linda Swanson

If you are involved in the planning and purchasing of equipment for a new lab, you might want to visit this area. We have laid out the basic things you need to consider when setting up a lab, such as whether or not to network computers, how to manage the physical layout and how to handle stand-alone systems efficiently.

The Adult Ed & Technology Vendors database is actually not new, it has just moved from its old home in the OTAN Forum. The same great information about adult ed technology vendors is still here, including where you can find them. Many of the vendors have Web sites you can visit directly from our database. What could be more convenient?

New Workshop starts September 2000

by Doris Ivy

Now that I have your attention, OTAN is going to be offering a new workshop starting in September 2000 for teachers who want to integrate the Internet into their classroom. Here are the requirements for sites that want to offer the workshop.

Requirements for offering the workshop:

Use of a lab with Internet access & Netscape 4.+ or Explorer 4.+

Computer requirements:

- PCs-Pentium with mouse, sound card, headphones or speakers, Quicktime installed
- Macintoshes-GS, headphones or speakers, Quicktime installed

Attendees must already know the basics of using the Internet

Minimum number of participants: 8

Maximum number: 12

Time of Workshop: 3 to 4 hours

At the end of the workshop attendees will be able to:

- identify at least one Internet collaborative opportunity.
- evaluate a web site including its content validity and authority.
- use at least two different sources for Web site recommendations.
- develop a lesson which integrates at least one Internet site.

Contact Doris Ivy at 916-228-2580 or 800-894-3113 for more details about setting up a workshop in your area.

Director's Message

cont. from page 1

mation of interest to each user. The site includes a comprehensive database of vendors, information about distance education, and a wide array of links to other useful Web sites. For additional details, please see Linda Swanson's article entitled "Focus on For Teachers."

Web sites that offer informational and instructional resources related to adult education and literacy continue to proliferate. However, finding useful sites among the thousands that exist can be an overwhelming and daunting task. Enter OTAN's new database of searchable Adult Education Links. Be sure to explore this new OTAN Web site feature and also help us by contributing information about the sites you find most useful.

Becoming proficient in the personal use of technology is the first step in learning how to use technology with adult learners. Many adult education agencies offer classes on computer basics, but learning how to apply that technology in the classroom is not typically offered. Available during Fall 2000, OTAN will offer a new class on how to integrate the Internet into the adult education classroom. Watch the OTAN Web site for a schedule of locations and dates on where the class will be conducted. And if you're interested at hosting this workshop at your site, please contact the OTAN office.

Feel free to telephone OTAN staff at 1-800-894-3113 if you have any questions regarding how to use any of the resources or services provided by the Outreach and Technical Assistance Network.

Outreach and Technical Assistance Network
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827-3399
Department: OTAN 643346065

(916) 228-2580
(800) 894-3113 (in California)
(916) 228-2563 Fax

OTAN activities are funded by contract #9000 of the Federal P.L., 105-220, Section 223, from the Adult Education Office, Education Support Services Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

OTAN Web Site Presentations

Date	Presentation Title	Location	Participants
July 31, 1999	OTAN, 10 Years Later	ALT Conference, St. Paul, MN	2
September 7, 1999	Using the OTAN Web Site: Access ESL Information & Resources Online	San Diego CCD, San Diego, CA	60
September 29, 1999	Resources in Adult Education History	ACSA Adult Ed Conference, Anaheim, CA	40
September 30, 1999	New OTAN Web Site	ACSA Adult Ed Conference, Anaheim, CA	20
October 16, 1999	ERIC & OTAN: Gateways to the Information Highway	AAACE Conference, San Angelo, TX	10
October 29, 1999	Criteria for an OTAN Training Site	Sacramento COE	12
November 13, 1999	The New OTAN Web Site	CCAE South Coast Section Conference, Palm Springs, CA	10
April 24, 2000	OTAN Project	Sacramento, California	13
May 12, 2000	Adult Ed Resources on the Internet	Fresno, CCAE Conference	15
May 12, 2000	How to Customize your Adult Ed Website	Fresno, CCAE Conference	15

Total Presentations 10 **Total Participants** 197

BEST COPY AVAILABLE

OTAN Membership Marketing Email

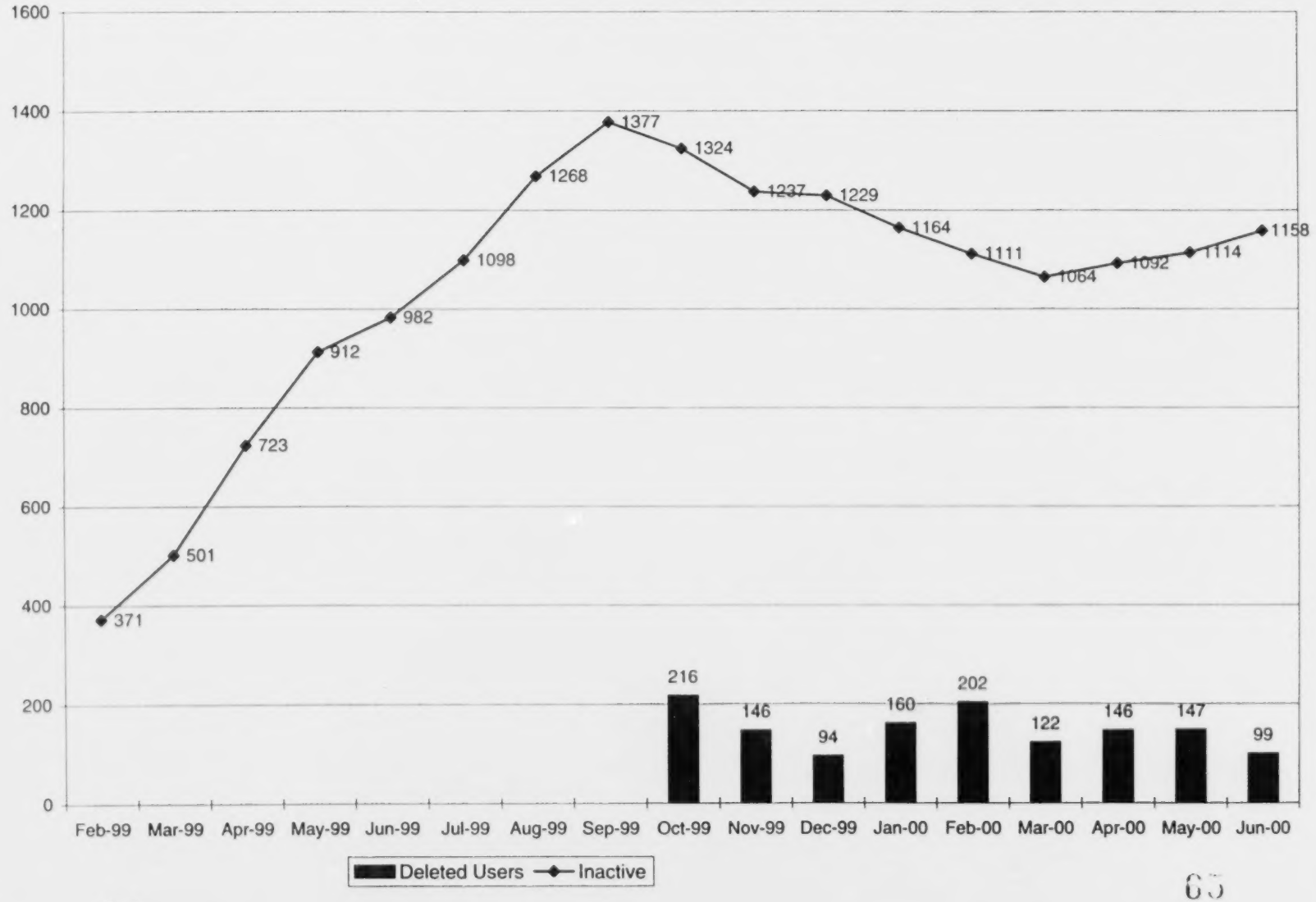
In an effort to "clean up" OTAN's Member Directory database, a strategy for deleting members who are not actively using the Web site has been developed. Before members are deleted, a marketing effort is directed to those users not actively using the Web site. The criteria used to identify inactive users were those who had logged into the Web site less than three times, had not logged in within the last two months, and had not filled out their user profile. The mass marketing email is sent once a month. Due to this effort, 10% of our membership has responded by logging into OTAN's Web site and becoming active members (see table below).

Date Sent	No. Sent	Logged In	% Results	Filled out Profile
9/2/99	**1084**	**105**	**9.69%**	**44**
9/21/99	986	145	14.71%	52
10/11/99	924	89	9.63%	28
10/27/99	904	86	9.51%	18
1/14/00	789	59	7.48%	22
1/28/00	448	73	16.29%	21
2/16/00	611	50	8.18%	20
3/3/00	389	44	11.31%	16
3/21/00	470	31	6.60%	9
5/8/00	783	95	12.13%	29
6/15/00	666	83	12.46%	31
Totals	**8054**	**860**	**10.68%**	**290**

Members who do not respond to the marketing effort and have not been actively using the Web site are deleted from the active Member Directory and archived. The criterion used is user never filled out their user profile, user has two or less login count, and user has been inactive for a specified number of months. Non-California members are deleted from the Directory after six months of non-use; California members are deleted from the Directory after nine months of non-use. As of June, **1,332** inactive members have been removed from the Directory.

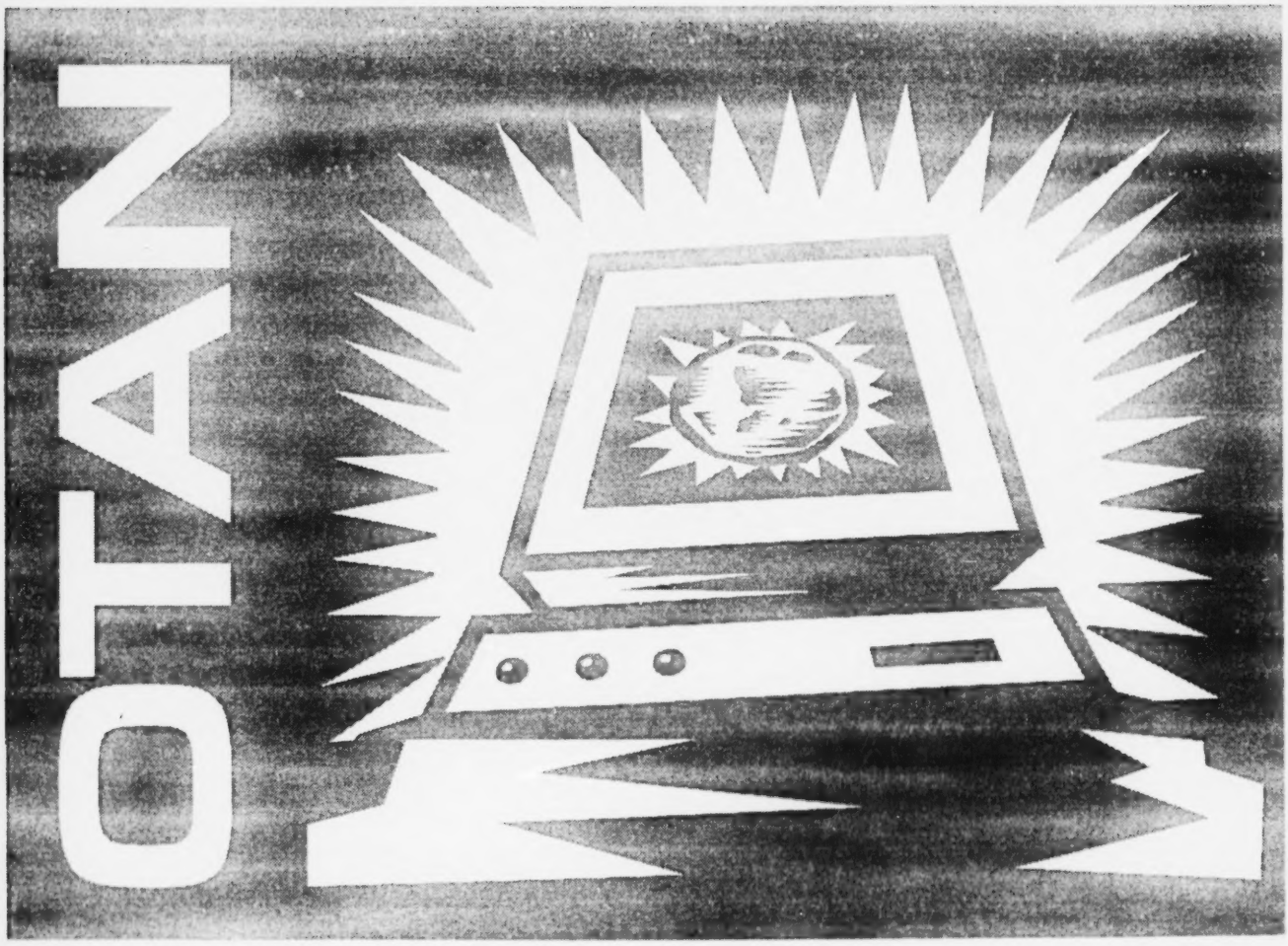
OTAN Member Directory

Compare Inactive and Deleted Users



Electronic Communication

4. Adult Learner Web Sites



4. Adult Learner Web Sites

OTAN's Education Technology librarian researched the status of learner Web sites and prepared a report for the teacher Focus Group meeting. Models of Web sites identified included: supplemental instruction; special curriculum; project based; and single course.

OTAN staff collaborated in the development by the CyberSTEP Project of an Internet authoring shell named The Study Place. Authoring shells allow teachers easily to develop Web based lessons that learners access on the Internet. (Exhibit 4.a)

OTAN staff supported a project-based learner Web site, the California Email Projects, with enhanced search capabilities. (Exhibit 4.b)

Staff also collaborated in the development of Web-based tutorial classes including a tutorial to assist agencies applying supplemental funding from California Workforce Investment Act Section 231 and 225. (Exhibit 5.a)

A database of learner Web sites is under development. Coming soon will be analysis of the sites and identification of successful ones. Several initiatives will follow including facilitating local programs using Web authoring shells and developing Web sites.

Adult learning. . .
Anytime, anyplace, at any pace!

Students

- Learn English
- Practice Reading
- Learn Math
- Get Job Skills

Click here to see how!

Teachers

- Create your own lessons using simple forms
- Find ready-made online lessons
- Create a class home page using a simple form
- Track student progress online

Click here for a tour just for teachers!

BEST COPY AVAILABLE

Email Projects Home Page

NEW! Search this site

The Interactive Novel

View/Sign GuestBook!

-- Explore the Web --

For project information, contact Susan Gaer

Click on a project to visit it

Centennial Education Center Student Newspaper	Stress Projects	The Food Project	What is Power?	ESL Literacy Students' Web Pages
How to Buy a House in the USA	Intergenerational Project	Health Chats	Pizza Project	Annotated Booklist
Cookbook 2001	Cost of Living Data Project	Price Comparision Project	Writing Projects	Home Remedies
Student Stories	Workshop Handouts	Resource Library	A Virtual School Visit	Folk Tales from Around the World
The Interactive Novel	A Virtual Field Trip to Computer Industries			

UPDATED: May 26, 2000

This page is sponsored by the Staff Development Institute (SDI) and the Outreach Technical Assistance Network(OTAN)

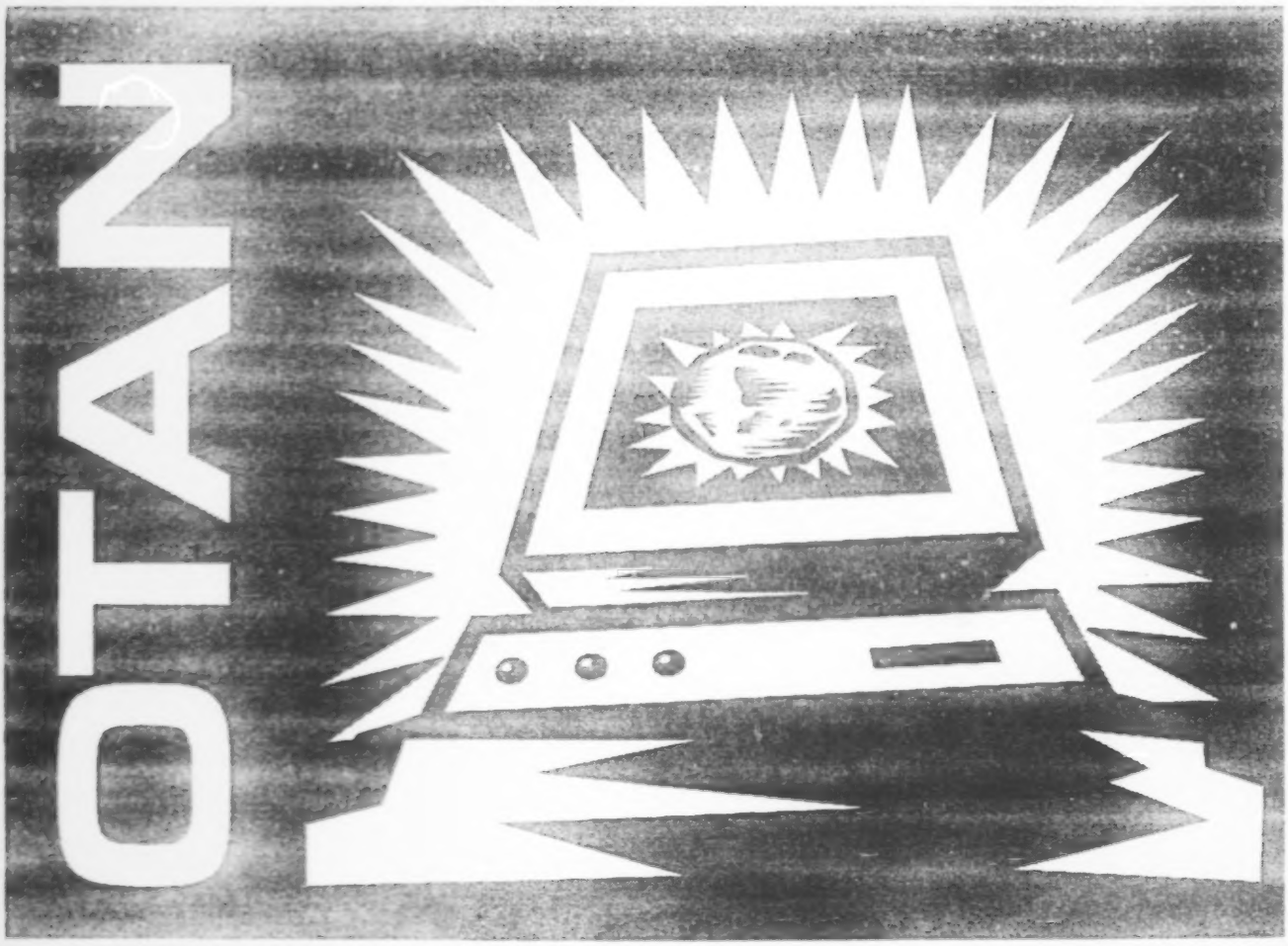
ESLoop

This ESLoop site maintained by Susan Gaer.
Click for the [Next Page | Skip It | Next 5]
Want to join the ESLoop? Click here for info.

BEST COPY AVAILABLE

Electronic Communication

5. Develop Online Courses for Adult Education



5. Develop Online Courses for Adult Education

OTAN has developed partnerships for online course development with CSU Sacramento, the Staff Development Institute, the Comprehensive Adult Student Assessment System, and the California Distance Learning Project .

Online courses completed include a tutorial to assist California agencies applying for supplemental funding from the Workforce Investment Act Section 231 and 225. (Exhibit 5.a)

Online courses under development include Administrative Budgeting Techniques, Integrating SCANS Competencies into Instruction, and Evaluating Instructional Software.

WIA Application Online Tutorial

April/May 2000

GRANT APPLICATION
Adult Education and Family Literacy
Sections 225 and 231

- Grant Application
- Grant Application Online Tutorial
- California State Plan for Adult Education

In California, adult education programs receive both state and federal funding to support critical programs, services, and activities that support over 1.3 million Californians. These adults include newcomers to this country who need basic skills in English, literacy, and computation to obtain employment and to function in our society as well as the non-literate adult who requires more skills to economically survive in our society. The *Adult Education and Family Literacy Act* provides specialized resources to a variety of providers so that they can in turn provide the instruction necessary to serve California's adults.

BEST COPY AVAILABLE

Welcome to the Online Tutorial!

The staff in the Adult Education Office of the California Department of Education wish to welcome all of you to our on-line training tutorial on completing the grant application for funding under the *Workforce Investment Act of 1998 (WIA), Title II: Adult Education and Family Literacy Act (AEFLA)*. Before launching into this training, please read the following instructions and information to learn how to use the various training sections.

You will greatly benefit from reading ALL of the instructions and Online Tutorial before attempting to fill out the application. There are many pieces involved that require special information and having all of the information collected beforehand will make your application process more effective and efficient.

If you have any questions concerning the application *or* the training, send it through your e-mail system to:

sdi@sac-co.k12.ca.us

Your question will be routed to the correct person and you should get a prompt reply.

INSTRUCTIONS

IMPORTANT!
How to Use the Training Format

TRAINING

Ready to go through the training?
Click here to go to the Online Tutorial

NOTICES

- **WIA Grant Application**
- **Training Planned for 2000-2001**
- **Goals of Online Tutorial**
- **Frequently Asked Questions**
- **Information Resources**

Return to the WIA Home Page

Explanation of the Online Tutorial

The Online Tutorial will follow a consistent format using an outline of the grant components, small modules of information, glossary terms, examples (where applicable), and comprehension self-checks. The ability to post a comment on the bulletin board and send an e-mail is also added. Below is a detailed explanation on how to fully use the training system.

Online Tutorial Use of WebCT

The training material that you will use to learn how to fill out the application is formatted with software called "WebCT". WebCT (C = "Course", T = "Tools") is a suite of tools developed to deliver sophisticated material over the Internet through the World Wide Web.

In order to use the Online Tutorial, you will need to sign up by supplying a User ID and a Password (*See ID and Password below*). Once you are in the Online Tutorial, there will be 6 parts for you to use:

Training Components	This contains the actual instructions on how to fill out all of the parts of the grant.
Public Bulletin Board	This is an area open to all users of this training module to ask questions, share advice, and connect with other users.
Calendar of Events	A monthly calendar will show deadlines and important dates as well as allow you to add dates to your own personal calendar.
Resume Reading Where You Left Off	Clicking here will take you back to the last place you were the last time you logged on.
Search the Glossary	Allows you to look for special words and their definitions pertaining to the grant.
Search the Content	Allows you to find specific keywords within the training modules.

Below is a listing of the Basic Descriptions that will explain how to fully utilize the tools built into this Online Tutorial. These descriptions give suggestions about getting familiar with the environment and how to take advantage of the options available. *You might want to print out this guide and keep it handy for later reference.*

*** Important - Basic Computer Level Needed ***
Taking web-based classes assumes a basic comfort level on the part of the user. This introduction is not intended to teach you how to use a browser, how to access the internet, or how to configure your system. If you're not sure how to get on the web, or if you're very uncomfortable with the kinds of problems that normally occur with Internet communications, it might be wiser to learn how to complete the application with printed instructions.

For a more detailed description of the various parts of the training format, check out these topics:

Basic Descriptions	
Important - Basic Level	Tips For Getting Comfortable
Browsers and Their Problems	Empty Your Cache
Company Firewalls	Communicating with E-Mail
Communicating with Bulletin Board	Want to Compose Off-line?
Attachments	Chat Tool
ID and Password	Resume Last Session
Buttons	More Tips
Download Pages	Print Web Pages
Rules of the Road and Ethics	WebCT Training
Other Helpful Links	
Basic Internet Usage	How To Download Plug-Ins

Return to the Welcome Page

Back to Top of Page

Some Tips for Getting Comfortable in the WebCT Environment

Spend some time exploring the various tools available. When you walk into a classroom for the first time, the instructor gives you some tools to guide you through the rest of the term. In the online environment, some of the same tools are available. Visit each of the links off the main page of the material and see what's there. Practice sending mail through the system; see what questions come up for you as you explore the training material, and get them answered before the class gets too far down the road.

Back to Top of Page

Technical Requirements and Tips

Browsers and Their Problems

California Department of Education

Workforce Investment Act
Adult Education and Family Literacy
Sections 225 and 231

READ THE DIRECTIONS FIRST

before attempting to use this for the first time!

FIRST TIME?	BEEN HERE BEFORE?
If this is your first time here, please **read the directions below** to create a new Online Tutorial account. It is STRONGLY recommended that you print this page the first time you create your account so you can follow along with the correct creating of an account procedures.	If you already have created a Online Tutorial Account and have an ID and password for this training module, scroll down to the bottom of this page and click on "Login" to sign in to the Online Tutorial!

Welcome!

The material contained in this Online Tutorial has been created to help you correctly fill out the 2000-2001 Supplementary Funding under Sections 225 and 231 grant application. **READ ALL THE DIRECTIONS FIRST!**

Creating an Account

To use this training module, you **must** first sign up by clicking on the "Create Account" button found at the *bottom* of this page. (You do NOT have an account for this module just because you have an OTAN account!) This will bring up the "Guest Account Creation" screen (see a sample of what that screen will look like below) that asks "Have you already set up my WebCT? Click on "No" if you have not yet set up my WebCT.

Guest Account Creation

Have you already set up my WebCT?

Yes If you have already set up **my WebCT**, click here. You will be prompted to enter your Global ID and password.

No If you have not yet set up **my WebCT**, click here to continue.

You will then see the web page state "Please complete the following form" (see the sample below).

BEST COPY AVAILABLE

You need to fill in every box. Type your first name in the "First name:" box and your last name in the "Last name:" box. Type in a one word ID that you will remember (we strongly suggest you use your OTAN ID but any one word will work). Type in a password that you will remember as well. It will ask you to re-type your password to make sure it was entered right the first time. **WRITE THESE DOWN** because you will be asked to type them in everytime you log into this training module!

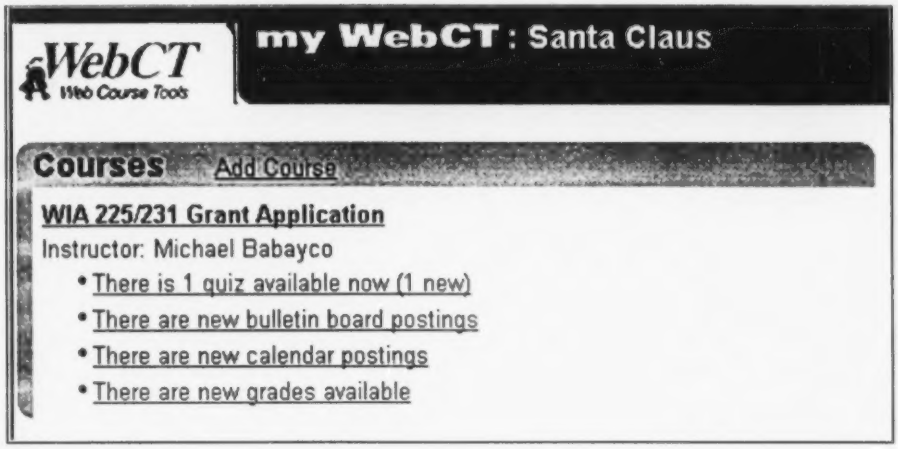
EXAMPLE of a GUEST ACCOUNT CREATION Screen

As you type in your password, black dots will appear in the box. DON'T WORRY! This is suppose to protect you from having anyone looking over your shoulder and seeing your password.

When you have completed filling in all of the boxes, click on the "Continue" button. This will register your ID and Password and take you to your personalized My WebCT page.

EXAMPLE of Santa Clause's My WebCT Screen

BEST COPY AVAILABLE


WebCT
Web Course Tools
my WebCT : Santa Claus
Courses
Add Course
WIA 225/231 Grant Application
Instructor: Michael Babayco
• There is 1 quiz available now (1 new)
• There are new bulletin board postings
• There are new calendar postings
• There are new grades available

When you are ready to enter the Online Tutorial, click on the link under "Courses" for the WIA 225/231 Grant Application.

You will then be asked to type in the ID and password you just created. This will then put you into the Online Tutorial.

From now on, you can go straight to the Online Tutorial if you bookmark it while in Netscape Navigator (or save it as a "favorite" if you are using Internet Explorer). The next time you go directly to this page, it will prompt you to type in your User ID and Password that you just created.

You will greatly benefit from reading ALL of the instructions and training modules before attempting to fill out the application. There are many pieces involved that require special information and having all of the information collected beforehand will make your application process more effective and efficient.

Click on the "**Create An Account**" button below if this is your first time here and you do not have an Online Tutorial account previously set up.

Click on the "**Login**" button below if you have already signed up and know your ID and password.

If you have forgotten your ID or password,
contact Michael Babayco
(800) 882-3060 or (916) 228-2597.

Login | Create Account | Cancel

BEST COPY AVAILABLE

California Department of Education

Workforce Investment Act
Adult Education and Family Literacy
Sections 225 and 231

Training on How To Complete the WIA 231 Funding Grant

This Online Tutorial will explore many aspects of the Application for 1999-2000 Supplementary Funding under Sections 231 of the Adult Education and Family Literacy Act (P.L. 105-220). The Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act, permits funding to adult education providers for supplementary services to on-going literacy programs.

Training Components

Public Bulletin Board

Calendar of Events

Resume Reading Where You Left Off

Search the Glossary

Search the Content

If you have any questions concerning the application *or* the training, send it through your e-mail system to:

sdi@sac-co.k12.ca.us

Your question will be routed to the correct person and you should get a prompt reply.

Table of Contents

- 1. Introduction
  - 1.1. WIA of 1998
  - 1.2. Legislation Changes of Job Training System
  - 1.3. Impact of WIA on Overall State System
  - 1.4. AEFLA Title II
  - 1.5. California State Plan 1999-2004
  - 1.6. Individuals Most In Need
  - 1.7. Five Priority Groups for WIA
  - 1.8. Performance Measures
  - 1.9. WIA Review
  - 1.10. Evaluation
- 2. Overview of Training Process - Introduction
  - 2.1. Qualifications for Funding
  - 2.2. Additional Questions
  - 2.3. Obtaining an Application
  - 2.4. Online Tutorial Benefits
  - 2.5. Timeline
- 3. Completing the Grant Application
  - 3.1. Application Requirements
  - 3.2. Fiscal Requirements
  - 3.3. Application Review and Scoring
- 4. Core Performance Indicators
  - 4.1. Funding Benchmark Achievement
  - 4.2. Tests Other than CASAS
  - 4.3. Required Data
  - 4.4. Payment Amount
  - 4.5. How To Complete
  - 4.6. Chart Completion
  - 4.7. Examples of Completed Chart
  - 4.8. Self-Test
- 5. Program Administration
  - 5.1. Intensity, Duration, and Flexible Scheduling
  - 5.2. Learner Assessment
  - 5.3. Collaboration with Other Agencies
- 6. Instructional Program
  - 6.1. Service to Most in Need/Demonstrated Need
  - 6.2. Past Effectiveness
  - 6.3. Effective Educational Practices, Real Life Learning, and Use of Technology
- 7. Special Rules for Priorities 2 and 4
- 8. Frequently Asked Questions

Completing the Grant Application

I. General Information

Eligible Program Activities: Sections 225 and 231 federal funds are intended to supplement educational services. The following priority areas have been identified in the California State Plan as eligible programs:

1. Priority One: Literacy targeted at NALS Level 1 (CASAS 210 and below), consisting of Adult Basic Education and English as a Second Language, which includes ESL-Citizenship;
2. Priority Two: Literacy targeted at NALS Levels 1 and 2 Workplace based (CASAS 235 and below), comprised of ABE and ESL, which includes ESL-Citizenship;
3. Priority Three: Literacy targeted at NALS Level 2 School-Based (CASAS 211-235), consisting of Adult Basic Education and English as a Second Language, which includes ESL-Citizenship;
4. Priority Four: Family Literacy, which requires collaboration with corresponding programs of literacy services for children.
5. Priority Five: Adult Secondary Education NALS Level 3 and above (above CASAS 236).

You must choose from these five priority areas for funding in this application. Page 3 of the application has a form to say "yes" or "no" to each of these areas. Pages 4 and 5 of the application have a form to indicate your benchmarks and enrollment estimates for the period of July 1, 2000 through June 30, 2001.

Frequently Asked Questions

ADULT EDUCATION AND FAMILY LITERACY ACT

A total of over 380 adult educators attended one of two California Consortium meetings in March, 1999, held to discuss the California State Plan and the *Adult Education and Family Literacy Act 1999-2004* implementation. The discussion which followed the presentation centered on the required elements defined in the *Adult Education and Family Literacy Act*.

Listed below is a compilation of the questions and concerns that the participants raised at the meetings. The responses are not intended to be exhaustive. Refer to the *State Plan* and the on-line training for further details on each qualification.

General Questions

Q. Are there translations of forms?

A. Yes, in Chinese, Vietnamese, Spanish. Contact Lori Coogan at lcoogan@casas.org

Q. If I have both a 225 and a 231 application, must I submit 2 applications?

A. Yes, submit an original and one copy for each.

Q. If I was not funded last year and am funded this coming year (2000-2001) and am scheduled for a CCR in November, 2000, must I be in full compliance in all items in November?

A. Yes. You can talk to your regional CDE consultant about any problems in preparing for the CCR.

Benchmarks

Q. Can a student get a GED one year and a high school diploma the next and the school claim one benchmark each year?

A. Yes

Q. I have a concern. My agency benchmark numbers are lower this year than I projected, and even with the adjustments made for a late start on the testing, the money would not be enough to cover my data collection expenses. The tested numbers do not reflect the attending numbers.

A. The per benchmark funding amount will probably be higher next year, since many agencies are not meeting their projections.

Q. My concern is that some districts will make high estimates for their benchmarks for next year and so the funds will not be distributed fairly.

A. The benchmarks approved for 2000-2001 will be based on the data turned in for 1999-2000, so the estimates will be reflective of districts' achievements. Adjustments will be

made each year of the three year contract, based on the previous years' achievements.

Q. I don't see how this year's data is useable. It seems too inaccurate with too many problems in the data collection process.

A. Agencies can submit explanations with their data, explaining why the data does not reflect the true picture of student achievements, such as have a late receiving of tests or forms. The Adult Literacy Workgroup will discuss issues around this question this year.

Q. Will mid-spring adjustments to the benchmark numbers be possible?

A. This has not yet been decided.

Q. I have a concern that the GED is counted as only one benchmark, even though it is composed of 5 tests.

A. That decision was made by the field people.

Q. The estimates we submitted to CDE last year were adjusted before they were approved. Will they be adjusted this year?

A. This year, you will have hard data on which to base your estimates. There is $36 million available, and so CDE must look at how many agencies apply, how many benchmarks are applied for, and how many small agencies apply.

Q. Is there a pilot to benchmark some adults with disabilities students' achievements with CASAS tests?

A. Yes, the test items are in field test.

Q. If a student entered my program this April but didn't make a gain until after July 1, can I could his first (April) test to show gain?

A. This has not been decided yet.

Application Format

Q. Should any TOPSpro forms be attached to the application?

A. No. Attach forms only if you do not use TOPSpro.

Q. Must the signature page be signed by a superintendent?

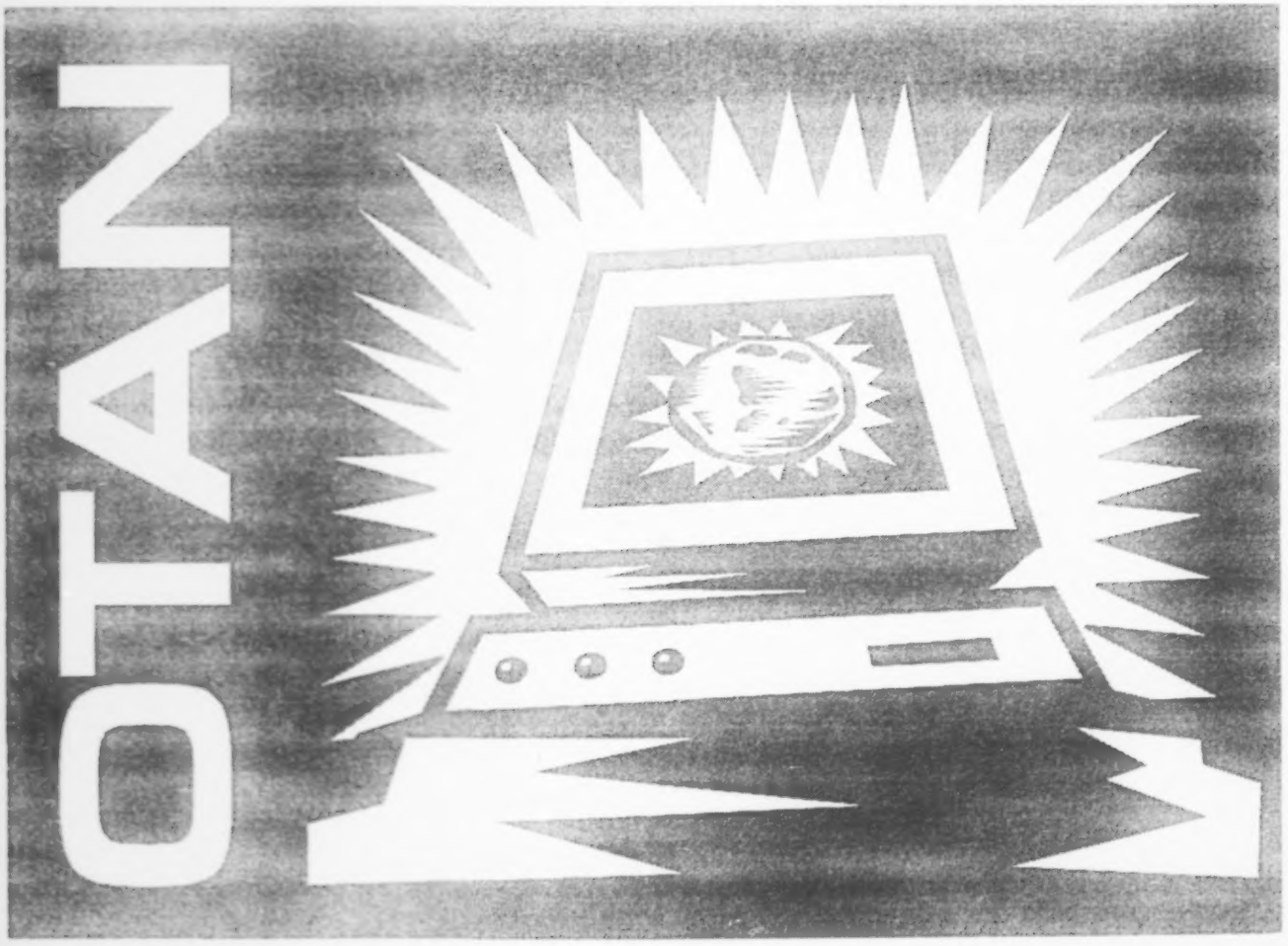
A. It should be signed by whoever is empowered to sign legal documents for your agency as defined by your governance structure.

Q. If a student entered my program this April but didn't make a gain until after July 1, can I could his first (April) test to show gain?

A. This has not been decided yet.

Information and Reference Services

6. Adult Education Collections



6. Adult Education Collections

OTAN's second role is to provide access to information resources.

The electronic resources that members access on the OTAN Web site include over 12,000 electronic files and database records. (Exhibit 6.a.) Information is acquired from a national network of education clearinghouses and agencies. Staff including content specialists and librarians evaluate and catalog the data, and technical staff processes the files for online posting. (Exhibit 6.b.) During the contract year, the Document Processing procedure manual was extensively revised. This manual is available as a model to other states that are providing electronic information services to adult educators. (Exhibit 6.c)

Major information areas of OTAN Resources include:

CDE Info – Official information from the California Department of Education regarding the adult education program including the program descriptions, CA Adult Education Handbook, CA State Plan for Adult Education, facts and statistics, course approval, funding opportunities, compliance reviews, program advisories, and best practices.

Master Calendar – Event information gleaned from dozens of print and electronic sources and organized for easy retrieval. Members may search by date, region, category, organization, or keyword. A brief description of each event is provided with links to presenter calls, programs, registration forms, or Web sites as appropriate.

Legislative Information – Updates on California and federal legislation in process and budget negotiations of interest to adult educators. Advice is posted here on how to influence the legislative process and links to government Web sites.

Who's Who – Searchable databases of key adult education professionals in California, other states, and the U.S. Department of Education

Educational Grants – Database of information about funding opportunities available to adult education service providers and educators. The Federal Register and selected professional publications are regularly monitored for grant information. The grant information is accessible by topic areas.

For Teachers – Information to assist adult education teachers to implement technology in the classroom, lesson plans, activities, vendor database, and professional development.

Document Library – Full text documents in 30 hot topic areas of adult education, including the latest research and information for adult program management and instructional improvement.

Reference Libraries – Searchable catalogs of six specialized libraries. Included are Adult Education Reference, Educational Technology Collection, CA Adult Education Archives, CA Regional Resource Centers, Employment Training Library, and the VESL Workplace Clearinghouse.

Codes and Regulations – Excerpts of some state and federal laws and regulations of particular interest to California adult educators.

California Adult Education History – Excerpts from a book and video on California adult education history along with searchable indexes, photos, audio clips from the adult education oral history project.

Presentations – Presentations created by CDE, OTAN, or field agencies, and now available on the web in PDF format.

CA Adult Ed Products – Online shopping for products of previous California leadership projects designed to assist the adult educator in making decisions about managing programs and improving classroom instruction. These exemplary resources are available through OTAN on a cost-recovery basis.

OTAN is always listening to users and seeking to improve. As the depth of information on the site has grown, one of the concerns has been just finding things. Recently we have added two additional navigation aids – a site outline (or map) and a site index (alphabetical).

The OTAN Web site is also a Gateway or Portal to other Web sites of interest to California adult educators. One of the newest features of the site is a searchable database of links. OTAN staff monitors other Web sites and selects the best. Members may select a category of their interest, and a list of sites, annotated, with live links, is returned. (Exhibit 6.d)

In addition to the electronic resources, OTAN sponsors six physical collections, print and non-print. They are the Adult Education Reference, Educational Technology Collection, CA Adult Education Archives, CA Regional Resource Centers, Employment Training Library, and the VESL Workplace Clearinghouse.

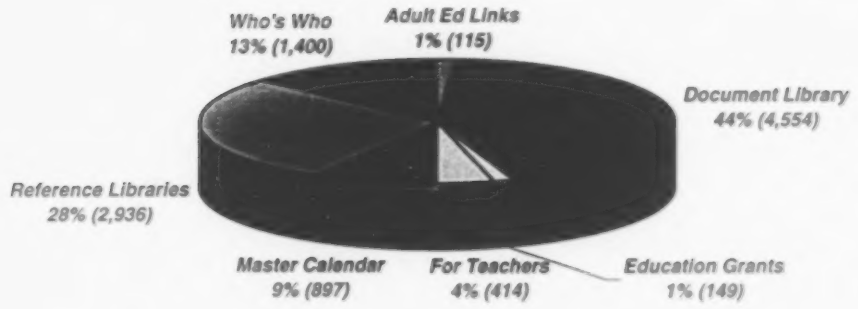
The Adult Education Reference collection is a selective (1,200 titles) professional library of adult education practice and policy. The library is a resource for OTAN staff in providing reference services and circulates to California adult educators. (Exhibit 6.e)

OTAN FORUM SIZE

(as of June 2000)

Forum Areas in Database Form

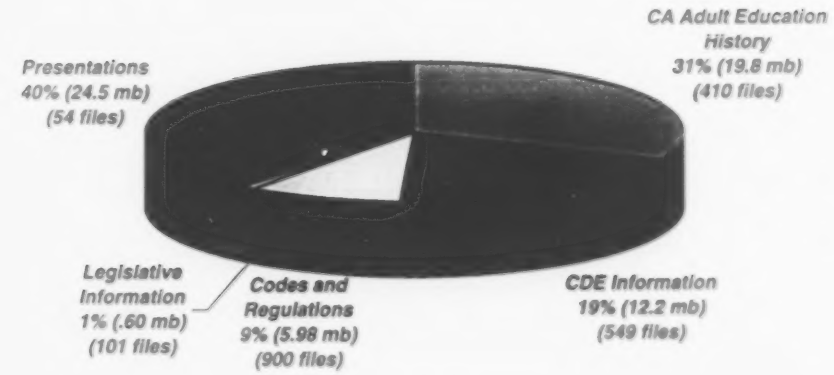
(number of records)



Total number of records: 10,465

Forum Areas in Text Form

(in megabytes)



Total size: 63.08 mbs

Total number of database records and files: 12,479

OTAN DOCUMENT PROCESSING SUMMARY

July 1, 1999 - June 30, 2000

DOCUMENTS PROCESSED AND POSTED			
Month	**# of Documents**	**# of Files**	**# of K**
July	51	65	2,750
August	46	122	3,379
September	68	105	3,274
October	55	88	5,311
November	19	44	2,746
December	58	77	3,031
January	69	104	7,468
February	56	88	2,081
March	25	30	116
April	35	73	1,006
May	15	12	168
June	10	15	350
Total	**507**	**823**	**31,680**

ARCHIVE DIGITAL FILES PROCESSED AND POSTED		
Month	**# of Docs**	**# of K**
August	4	9,059
September	2	9,152
October	3	10,361
November	3	9,319
January	2	46,012
Totals	**14**	**83,903**

DOCUMENTS BY TOPIC	
Type of Document	**# Posted**
CDE Information	50
Course Outlines	9
Document Library	47
Educational Grants	59
For Teachers	22
Legislative	25
Lesson Plans	31
Master Calendar	36
News Item	108
Reference Libraries Updates	17
Regional Resource	1
Want Ads	41
Who's Who	9
Total	**455**

DOCUMENT LIBRARY BY TOPIC	
Type of Document	**# Posted**
Adult Basic Education	2
Adult Education	6
Adult Secondary Education	1
Competency Based Education	1
Correctional Education	1
Cultural Awareness	2
English as a Second Language	7
Employability Skills	4
Family Literacy	5
Older Adults	2
Special Populations	3
Technology	3
Telecommunication	1
Vocational Education	4
Volunteers	2
Workplace Literacy	2
Total	**46**

BEST COPY AVAILABLE

OTAN

Outreach and Technical Assistance Network

DOCUMENT PROCESSING MANUAL

Written by:

Melinda Holt
OTAN PC Support/Trainer

With the assistance of:

Suzanne Fletcher
Database Design/Info Systems Analyst

Martin Harris
OTAN M.I.S. Specialist

Kelvin Weldon
OTAN M.I.S. Specialist

Linda West
OTAN Director

April 2000

Document Processing Manual
Table of Contents

Introduction ..... *iv*

I. Overview of Preparing Documents for Online Distribution

A. Scanning A.1-3

B. Formatting B.1-9
- Text B.1-3
- HTML Documents B.4-5
- HTML Links B.6-9

C. Titles C.1-2

D. Headers & Footers D.1-2

E. Graphics E.1-2

F. Post Formatting/Info Storage F.1-4

G. File Maintenance G.1-3

H. Databases H.1-2

I. Forum I.1-5

J. Directed Email J.1-7

II. Specific Forum Sections

K. CDE Info K.1-8
- Headers K.3
- Text K.4
- Footers K.5
- Posting K.6-8

L. Codes & Regulations L.1-12
- Headers L.2
- Text L.3
- Footers L.4
- File/Folder Management L.5-7
- Posting L.8-12

Document Processing Manual
Table of Contents

II. Specific Forum Sections (cont.)

M. Document Library M.1-45
- Parting and Titling M.2-5
- Formatting Text M.6-12
- Formatting HTML M.13-19
- Headers & Footers M.20-25
- Updating Abstracts/Lists M.26-35
- Posting Documents M.36-42
- Document Labeling and Filing M.43-45

N. Educational Grants N.1-8
- Database Additions N.2-3
- Formatting N.4-6
- Database Maintenance N.7-8

O. Course Outlines O.1-14
- Titles O.3
- Folder Management O.4-7
- Headers O.8-9
- Text O.10
- Footers O.11-12
- Posting O.13-14

P. Lesson Plans P.1-16
- Titles P.3-4
- Headers P.5-8
- Text P.9-10
- Footers P.11-12
- Posting P.13-16

Q. Adult Ed. & Technology Vendors Q.1

R. Other "For Teachers" Areas R.1-7
- Headers R.3
- Text R.4
- Footers R.5
- Posting R.6-7

Document Processing Manual
Table of Contents

II. Specific Forum Sections (cont.)

S. Legislative Information S.1-8
- Headers S.2
- Text S.3
- Footers S.4
- Posting S.5-8

T. Master Calendar T.1-10
- Online Form T.1-2
- Approval Process T.3-8
- Database Additions T.9-10

U. Reference Libraries U.1-11
- ETN Collection U.2-3
- Archives Collection U.4-5
- Reference Collection U.6-7
- ETC Collection U.8
- Regional Resource Centers U.9
- VESL Collection U.10
- Additional Info U.11

V. Who's Who V.1-9
- Headers V.2
- Text V.3
- Footers V.3
- Posting V.4-6
- Databases V.7-9

W. Portable Document File (PDF) Formatting W.1-10
- Scanning W.2-4
- Export/Import W.5-6
- Links & Exports W.7-10

X. News X.1-7
- Formatting X.3-4
- Posting X.5-6
- Updating Folders X.7

Document Processing

Introduction

Processing a document is a relatively easy, albeit involved, operation. There are several different types of documents that are processed for OTAN: News Items, Course Outlines, and Document Library documents just to name a few. There are also several databases that are updated periodically, such as the Master Calendar and Reference Library databases.

The general process by which documents are added to the network involves reformatting electronic or hard copy versions for Internet Web site viewing. The process results in OTAN Web site users being able to access important information regarding adult education in a variety of areas. The format of original documents is followed as closely as possible. A document may be processed as "Text Only," HTML, or even PDF depending upon the information contained within the original document.

Within this manual you will find two main sections. The first provides an overview of the different areas of the OTAN Forum (a.k.a. OTAN Resources) and should be used as a quick reference. The second part offers a more detailed explanation of the formatting process in different areas of OTAN.

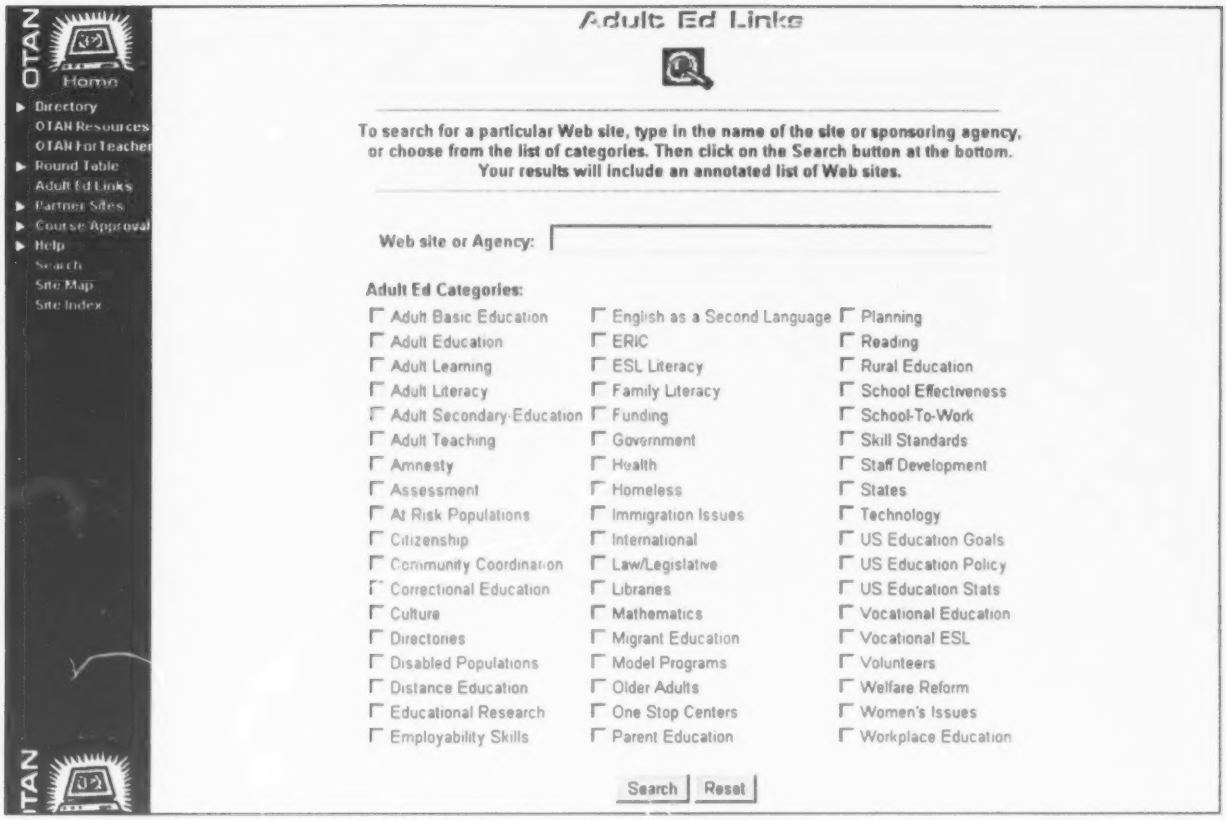
The following applications will be referred to throughout the manual, and a working knowledge of each, though not required, is helpful:

First Class	Pagemaker	DreamWeaver
Filemaker Pro	PhotoShop	PageMill
Microsoft Word	Netscape	Omnipage Pro
Explorer		

That's it for the introduction. Let the fun begin!

Special Thanks to:
Cheryl Young, OTAN Staff Secretary, and
Barbara Stolk, OTAN Temp. Secretary

For their eagle eyes and proofing skills!



BEST COPY AVAILABLE

OTAN ADULT EDUCATION REFERENCE COLLECTION

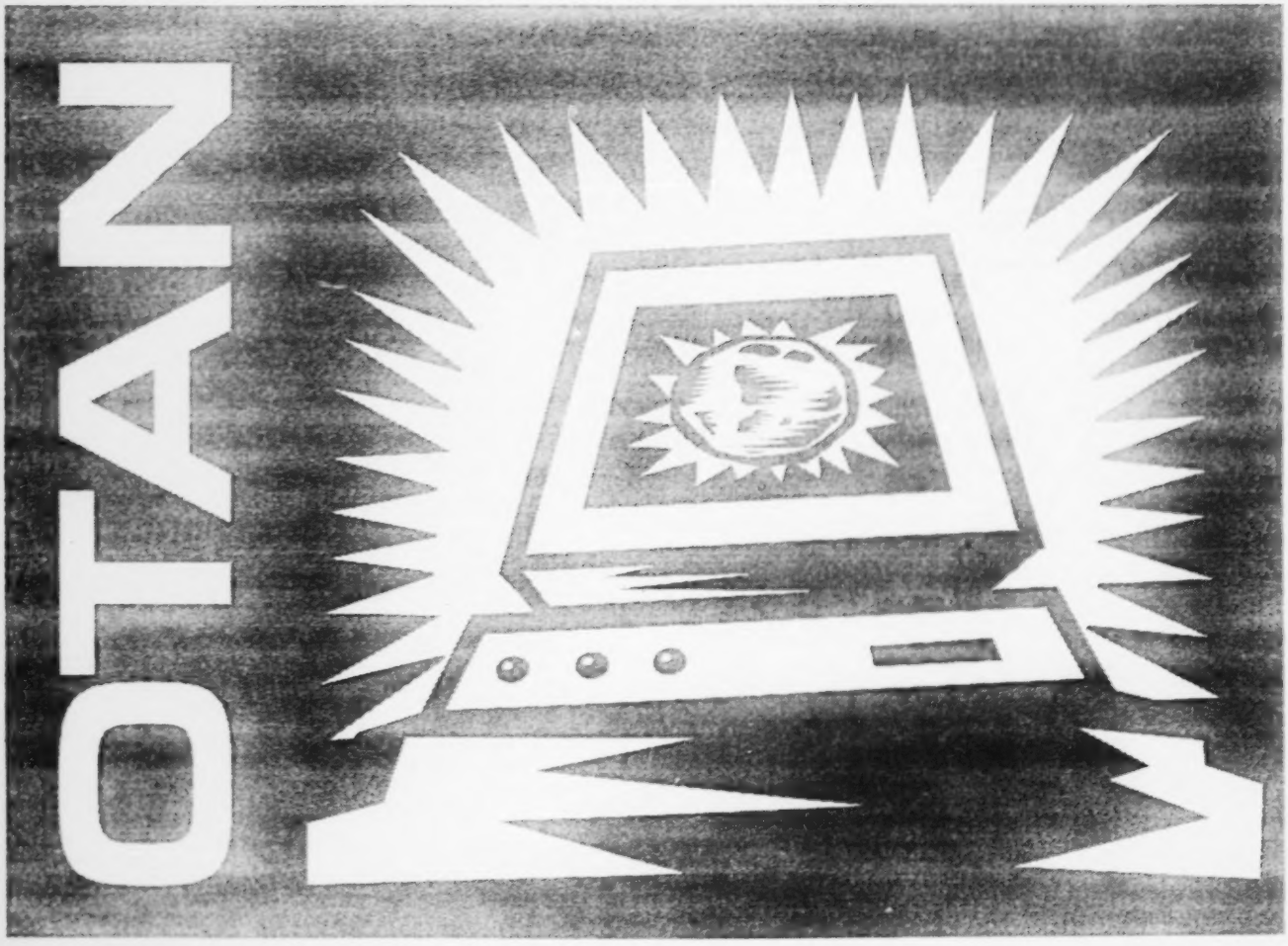
TOPIC	ITEMS	TOPIC	ITEMS
ADULT ED HISTORY	19	INTERNATIONAL	14
ADULT LEARNING	37	LIBRARIES	19
ADULT LITERACY	99	MATHEMATICS	4
ADULT TEACHING	47	OLDER ADULTS	17
ALTERNATIVE PROGRAMS	6	ONE STOP CENTERS	16
ASSESSMENT	44	ORAL HISTORY	4
AT RISK POPULATIONS	13	PLANNING	10
CA ADULT LITERACY	12	READING	16
CITIZENSHIP	16	RURAL EDUCATION	3
COMMUNITY COORD	7	SCHOOL EFFECTIVENESS	6
COMPETENCY BASED ED	5	SCHOOL-TO-WORK	18
CORRECTIONAL ED	16	SKILL STANDARDS	15
CULTURE	19	SPECIAL NEEDS	36
DIRECTORIES	27	STAFF DEVELOPMENT	13
ED RESEARCH	12	STATES	40
ERIC	4	US EDUCATION GOALS	38
ESL	32	US EDUCATION POLICY	14
ESL LITERACY	20	US EDUCATION STATS	24
FAMILY LITERACY	93	VOCATIONAL ED	47
FAMILY LITERACY/CHILD LIT	134	VOCATIONAL ESL	15
FUNDING	20	WELFARE REFORM	14
HOMELESS	6	WOMEN'S ISSUES	17
IMMIGRATION ISSUES	5	WORKPLACE LITERACY	102

TOTAL ITEMS IN COLLECTION 1,195

BEST COPY AVAILABLE

Information and Reference Services

7. Reference Services



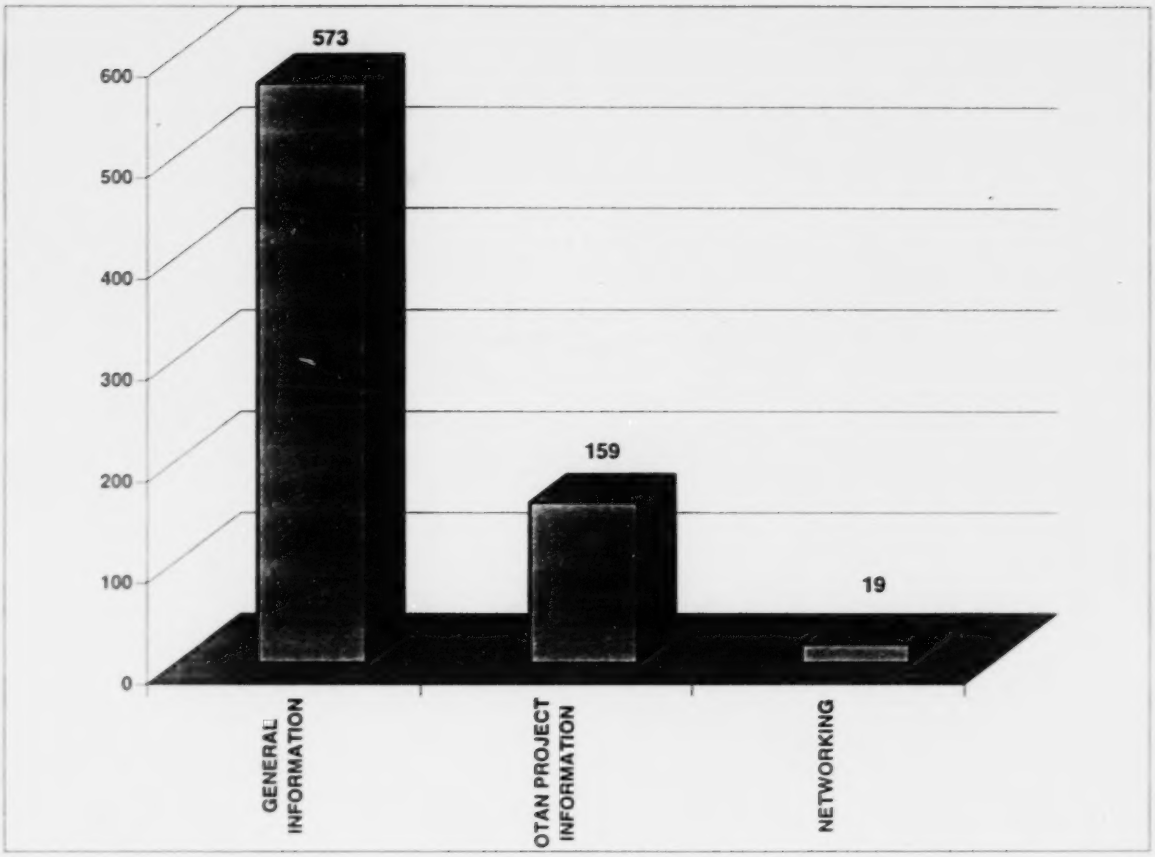
7. Reference Services

OTAN is not only a repository and collector of adult education resources, but also an active provider of client services. Responding to client needs for information communicated by phone or email, staff provides general information, researches the reference collections, and performs custom electronic searches of the OTAN Web site and other Internet information resources. Statistics compiled for the 99-00 contract year show that direct client reference services provided by OTAN staff averaged 520 per month. (See Exhibits 7.a, 7.b, 7c and 11a)

Depending on the client profile and the type of need, the clients may receive any one of several levels of service - suggestions for further research, referral to another information provider, bibliographic references, complete electronic version of a document, loan of a circulating hard copy of an item, photocopies of pages of materials (within copyright restrictions), order information, or the opportunity to purchase a complete photocopy or duplicated tape (California archival items only).

During the same period, client queries on the OTAN Web site averaged 39,859 per month. Included are Boolean searches of text documents and fielded searches of databases. Client query sources are extracted from a variety of sources. OTAN is in the midst of a conversion to MS SQL Server, a technology that delivers information on the Web via database in conjunction with another software including one named Tango. During the upgrade process, OTAN is phasing out its Web site searching through software named WAIS. Therefore the statistics for 99-00 show an increase in the Tango based searches and a decrease in the WAIS based searches. FileMaker is another database that allows Web publishing and searching, and it is also being phased out in favor of MS Access. (See Exhibit 7d)

Client surveys conducted during the year showed a high degree of satisfaction with OTAN reference services. Clients use the information provided to improve classroom instruction, to improve program management, to add technology, to write proposals, to prepare speeches or testimony, and to document research reports. (See Exhibit 7.e)



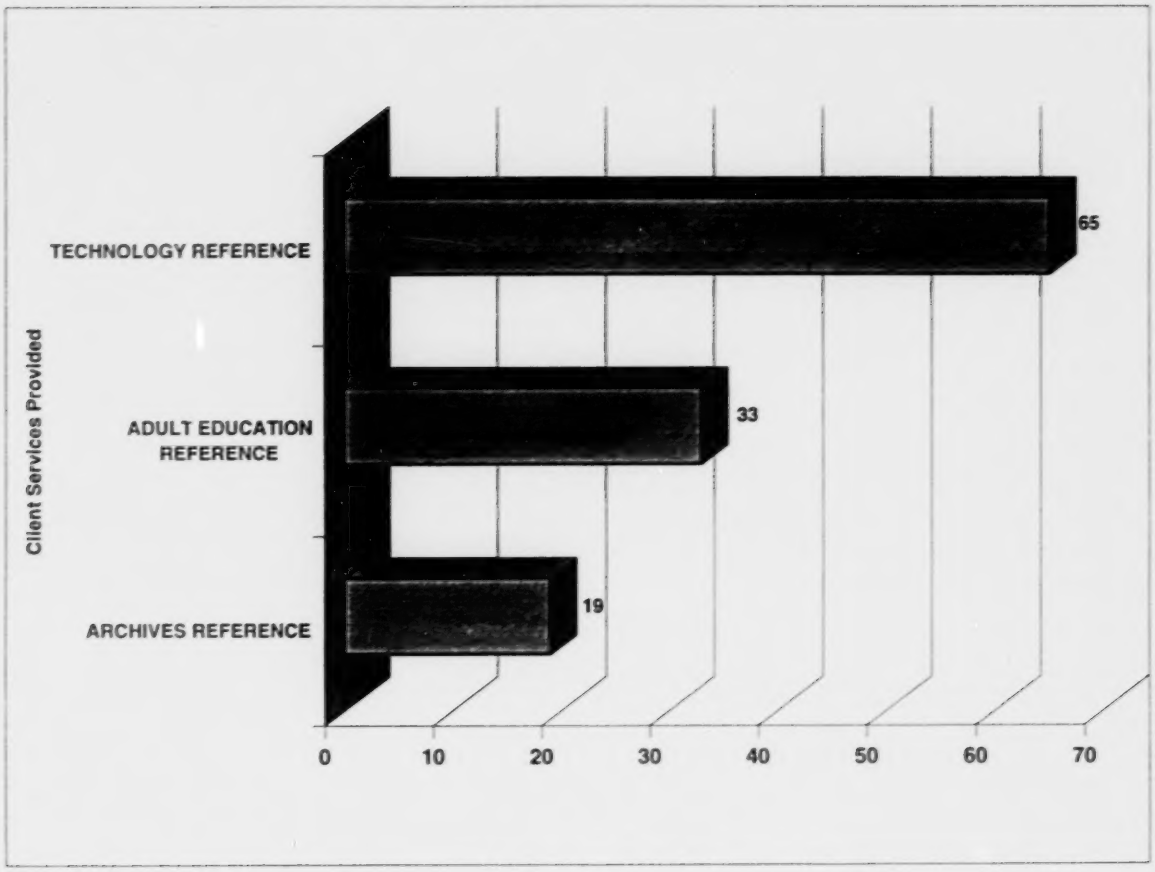
OTAN GENERAL SERVICES

June 99 - July 00

OTAN Project Information (Brochures, Fliers, Marketing Items)
Provide general information regarding the OTAN Project and what services are offered through the OTAN Project. Provide interested parties with OTAN brochures, fliers, and marketing items, via mail or fax, explaining what the OTAN Project has to offer.

General Information
Provide potential and existing clients with general information regarding various topics. (e.g., referrals to other entities or consultants, miscellaneous technical questions, etc.)

Networking
Facilitate electronic collaboration of clients via online postings (news items, OTAN Exchange, etc.).



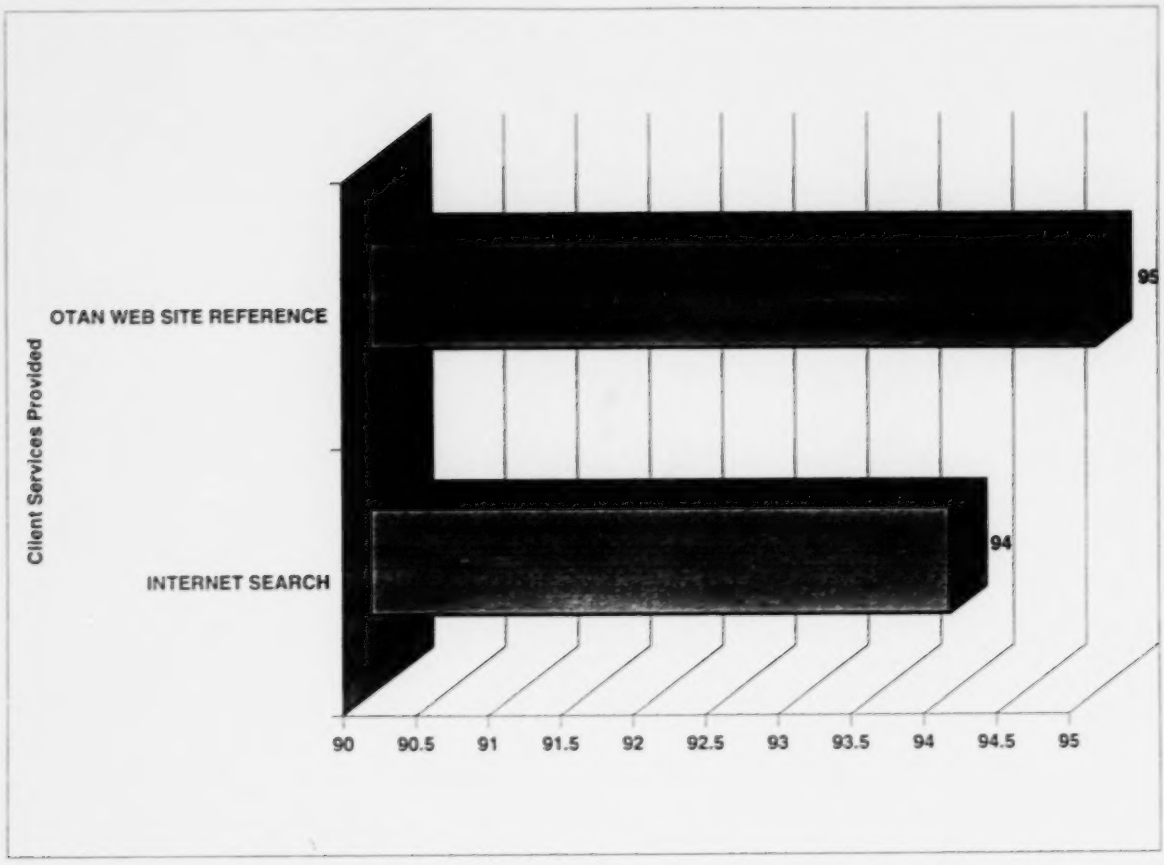
OTAN REFERENCE COLLECTION SERVICES

June 99 - July 00

TECHNOLOGY REFERENCE
Utilizing the Technology Reference Collection to assist in addressing client inquiries.

ADULT EDUCATION REFERENCE
Utilizing the Adult Education Reference Collection to assist in addressing client inquiries.

ARCHIVES REFERENCE
Utilizing the Archives Reference Collection to assist in addressing client inquiries.

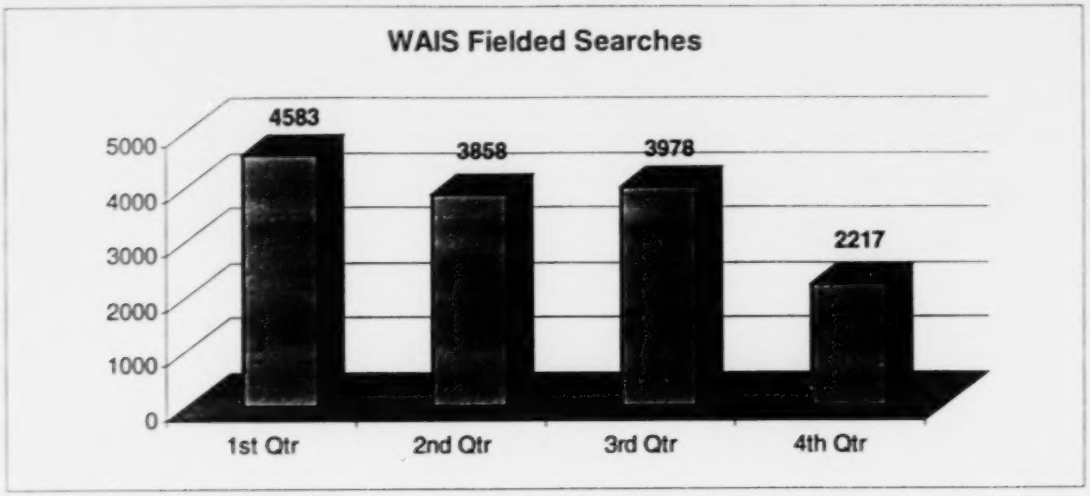


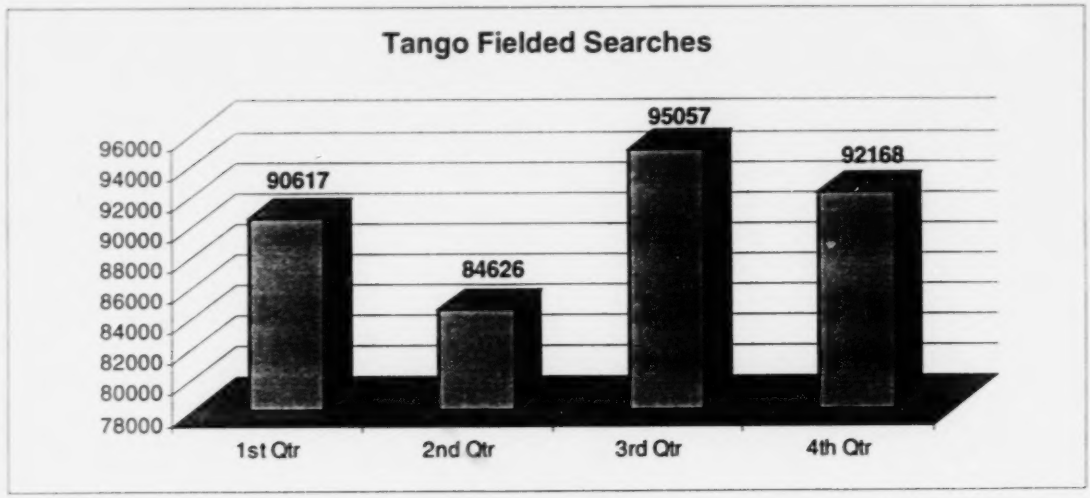
OTAN ELECTRONIC REFERENCE SERVICES

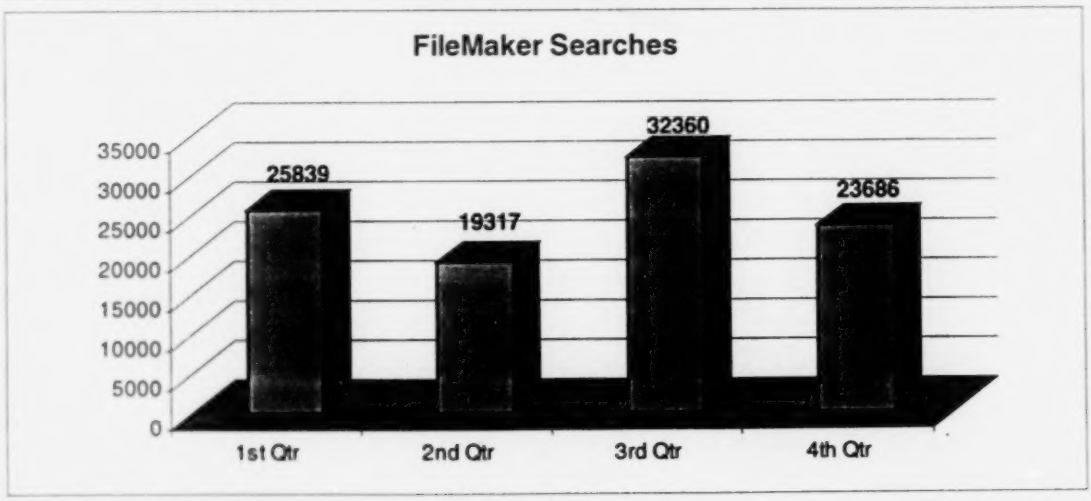
June 99 - July 00

INTERNET SEARCH
Entering various databases (other than those on the OTAN Web site) via Internet to provide online searches to address client inquiries.

OTAN WEB SITE REFERENCE
Retrieve information within the OTAN Web site to address client inquiries.


WAIS Fielded Searches
5000
4000
3000
2000
1000
0
4583
3858
3978
2217
1st Qtr
2nd Qtr
3rd Qtr
4th Qtr


Tango Fielded Searches
96000
94000
92000
90000
88000
86000
84000
82000
80000
78000
90617
84626
95057
92168
1st Qtr
2nd Qtr
3rd Qtr
4th Qtr


FileMaker Searches
35000
30000
25000
20000
15000
10000
5000
0
25839
19317
32360
23686
1st Qtr
2nd Qtr
3rd Qtr
4th Qtr

Client Satisfaction Survey Report
OTAN Reference Assistance

A. How completely was your information need answered?

%	No.	
6%	1	not answered
0%	0	1
0%	0	2
44%	7	3
44%	7	4
		5
		completely answered

B. Were you satisfied with the assistance you received?

0%	0	not satisfied
6%	1	1
0%	0	2
31%	5	3
56%	9	4
		5
		completely satisfied

C. How did you use the information you received?

19%	3	To write a grant proposal
6%	1	To write a professional paper
19%	3	To make a presentation
38%	6	For program improvement
19%	3	For professional development
19%	3	To research legislation
0%	0	To make decisions on purchases
25%	4	To use OTAN more effectively
19%	3	Other...

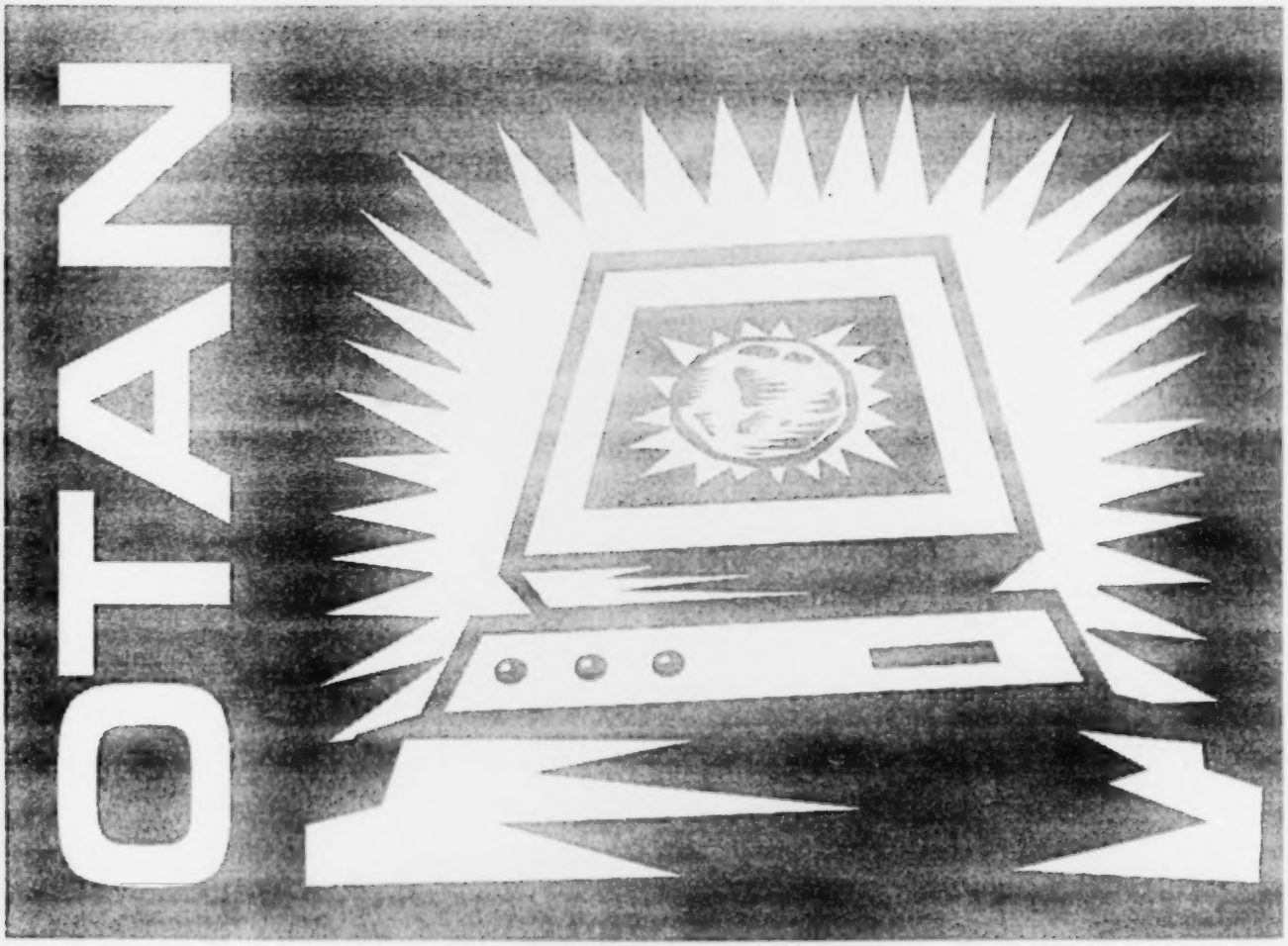
Total surveys mailed:	61
Total surveys returned:	16
Response Rate:	26%

Note:
Percentage total per question may not total 100% due to unanswered questions

BEST COPY AVAILABLE

Information and Reference Services

8. For Teachers Expansion



8. For Teachers Expansion

Adult education teachers and teacher/coordinators make up the largest group of Web site members. To better meet the needs of this client group, a major OTAN effort during the 99-00 contract year began an expansion of the collaborative areas of the Web site related to instruction. (Exhibit 8a)

The process began in the fall with a Focus Group of adult teachers who already use the Internet for instruction. (Exhibit 8.b) The meeting produced a large number of good ideas that were used as a basis for development of an imbedded OTAN For Teachers Web site with a new look and feel. (Exhibit 8.c)

In line with OTAN's overall mission, the new adult education teacher Web site targets adult educators who want to integrate technology into instruction. OTAN For Teachers is organized into three major areas: Technology, Communication, and Resources. (Exhibit 8d) Types of resources found on the Web site include: tips about hardware and software, instructions for downloading plug-ins, utilities, and software upgrades, distance education, and technology planning; communication software, list servs, educator contact information, and an electronic teacher exchange discussion area; lesson plans and activities, standards, assessment, vendors, and career planning.

The new site was first unveiled at the May 2000 state conference of the California Council for Adult Educators. During the conference and afterwards, detailed feedback on the content available in the site was solicited from over 60 adult teachers. The data was compiled and used for ongoing site enlargement and improvement. (Exhibit 8e)

Although only limited marketing was done during the first few months the site was live and under construction, nearly 800 members accessed it. The site is accessible either by linking from the main OTAN site or by entering the unique URL <adultedteachers.org> in a Web browser.

OTAN'S NEW WEB SITE FOR ADULT EDUCATION TEACHERS

BACKGROUND

OTAN's online community was once comprised primarily of adult education administrators; today there are more adult education teachers and teacher/coordinators registered on our Web site. As a result, OTAN decided to expand its Web site with additional teacher/learner resources and links, with a goal of enhancing student instruction.

FOCUS GROUP

On November 3, 1999, as a first step in the new initiative, OTAN hosted a Focus Group of teachers who already use the Internet in instruction. The participants were a representative group including: large and small agencies located in the north and south of California; adult schools, an occupational center, and a community college; and a wide range of instructional programs.

The purpose of the meeting was to identify support needs of adult education instructors using the Internet and to propose ways that OTAN might effectively use its resources. The group brainstorming and discussion activities were extraordinarily productive, with a large number of good ideas noted for study and implementation.

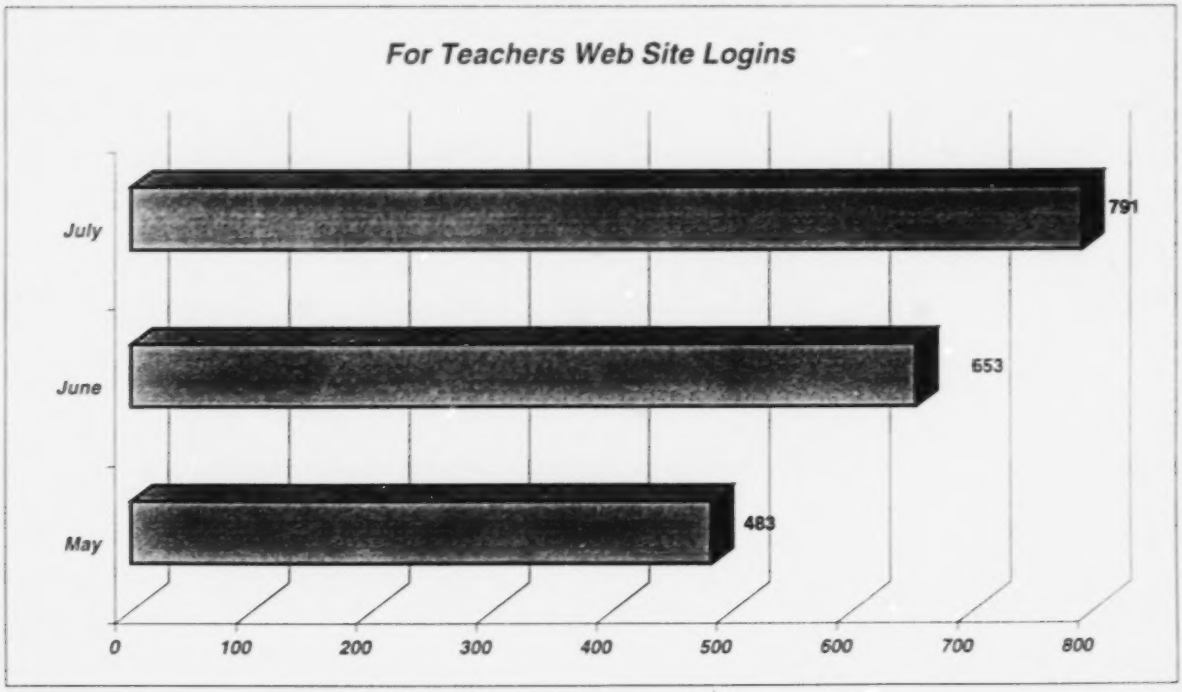
IMPLEMENTATION OF NEW WEB SITE

The adult education teacher Web site is specifically designed to meet the needs of adult education instructors who want to integrate technology into adult classrooms. The new site is organized into three major areas: Resources, Communication, and Technology. These areas include teaching resources such as free instructional software, lesson plans, Web site links and reviews, and a photo bank; communication resources such as listservs, chat areas, and communication software; and technical support such as tips for using hardware, instructions on downloading plug-ins, and utilities. OTAN's new adult education teacher Web site was unveiled at the California Council for Adult Education (CCAE) State Conference in Fresno in May.

REGISTRATION NUMBERS

OTAN's new For Teachers Web site is accessible through OTAN's main site, or available for new registration at the site itself. Many OTAN members have accessed the For Teachers site for resources. At the end of the first month that the new site was opened, **483** OTAN users had already logged on or registered. At the time of this report **791** members have accessed the Web site.

To market our new site to existing OTAN members as well as new members, OTAN's staff has distributed bookmarks and mailed out newsletters featuring the new site. A new look and feel was incorporated to differentiate the new site, but the same OTAN logo was used in a new bright blue color for the new Adult Education Teachers site!



OTAN Internet Teacher Focus Group

November 3, 1999

Participant	*Location*	*Instructional Program*
Barry Bakin	LAUSD/DACE - Van Nuys CAS	ESL/Citizenship
Richard DeGiorgis	Nevada City	Career Preparation
Susan Gaer	Santa Ana College District	ESL
Aileen Genoff	Mountain View/Los Aptos	Developmentally Delayed
Abby Kahn	Hacienda La Puente Adult	Workplace Programs
Margaret Kirkpatrick	SCOE / Staff Development Institute	Professional Development
Susan Sherod	LAUSD/DACE - West Valley Occ Ctr	Vocational - Drafting
Marcia Ugalde	Montebello Adult	ABE

BEST COPY AVAILABLE

Outreach & Technical Assistance Network
Sacramento County Office of Education
Adult Education Internet Instructor
Focus Group Meeting
November 3, 1999

Identifying Barriers to Success – Discussion Notes

How should the new OTAN Teacher Web page be organized / related to current Web site?

- Allow users to set up their own Web page with capability to access all info if needed.
- Have separate pages or links for administration and teachers (include students with teachers).
  - Include more links for student interaction.
- Organize the Web page by competency (e.g. health, employment, government – CASAS areas)
  - Think of adult ed as a continuum of program areas:
    developmentally delayed, ESL, ABE, Secondary, Vocational
  - Ex: Links listed as ESL will be ignored by Voc Ed teachers, but
  - Teachers are likely to go to link listed as "Job Searching" regardless of their program area
- Organizing Web site link by vocational clusters not necessary for Vocational Education. A lot of content/sites for specific vocations already exists on Internet and search engine is best way to access it.
- OTAN's effort should focus on the "soft skills" learners need.
- Keep Web page simple and easy to use. There's too much "clicking" to access information now.

To increase people coming into the site and returning:

- Web-based email – need exists for teachers and students to be able to access an email system that automatically filters inappropriate messaging for use in classroom. Use as a hook to generate interest?
- New information is good, but don't move things too much
- More areas on homepage that change to increase interest
  - News changing now is good but too many items listed
  - Incorporate a "Word of the Day", "Joke of the Day" area

More Teachers would integrate the Internet into the classroom if:

- There was online tech support available for problems occurring "now".
  - Easily accessible public bulletin board for support (classroom, technical, etc.) open to all.
  - Q & A area for OTAN tech support. FAQ area?
- Web page changes (doesn't look same all the time).
- More new stuff that's easily found
  - "Riddle or Word of the Day" – a daily change that also piques interest for return.
- Staff Development!!
- Teacher Chat
  - Set up time for chat on certain subject area

How do we encourage active online collaboration (e.g. people contribute/post not just read information)?

- Make Round Table more user friendly. Posting messages tends to scare new users "Am I doing this right?"
- Develop a question of the day for the Round Table; make the area easier to find.
- Set up an OTAN Exchange type area just for teachers (asynchronous)
  - Make it easy to find
  - Do not try to start new conferences in areas already served by different listservs, e.g. NIFL
- Time is an issue
  - Teachers have little time to sit and post responses
- OTAN chat area is not easy to find
- Develop an application that "pops up" for chat (synchronous, live chat area)
- Develop a "chat time" (synchronous)
  - Advertise a chat on a certain subject at a certain time. Invite attendance
  - Incorporate a mediator or monitor to welcome and advise people as they log on to chat (if no one visible in chat room people leave.)

Outreach & Technical Assistance Network
Sacramento County Office of Education
Adult Education Internet Instructor
Focus Group Meeting
November 3, 1999

Notes of Brainstorming & Prioritizing Activity

A comprehensive Web site for adult education teachers and learners would have:

1. CLASSROOM/TEACHING RESOURCES (18 DOTS)

- Lesson plans, especially integrating Web sites. **5 Dots**
- Step by step guide to getting started (e.g. Walk through a first project done for a complete beginner.) **2 Dots**
- Motivational tools, cartoons, jokes. **2 Dots**
- Division of ideas into sections for instruction with only one computer, with a no computer classroom, & using a computer lab. **2 Dots**
- Lesson plans to improve performance for mandated programs/ assessment/ testing projects, e.g. CASAS **2 Dots**
- Links to other sites to visit, with reviews from peers. **1 Dot**
- What to do with stuff. **1 Dot**
- How to use other, non-computer technologies, (e.g.. using the OHP). **1 Dot**
- Tools/Tips to develop online courses. **1 Dot**
- Multi-level resources/curriculum/new material. **1 Dot**
- Tutorials. **No Dots**
- Criteria for evaluating electronic learning resources. **No Dots**
- Quick online surveys. **No Dots**
- GED online courses. **No Dots**
- Course Outlines. **No Dots**

2. TECHNICAL SUPPORT FOR TEACHERS (14 DOTS)

- Technical support for misc. hardware problems/issues (e.g. upgrading tips; step by step trouble shooting details). **3 Dots**
- Plug-in page for easy access. **2 Dots**
- Tools/supplies necessary to set up/begin model classroom. Step by step details on how to do it. **2 Dots**
- Links to be able to download specific drivers/software, or at least where to go for that. **2 Dots**
- Online training for applying technology. **2 Dots**
- Reviews of new hardware and software. **1 Dot**

- Technical training (professional development) for credential credit. **1 Dot**
- Information on integrating new technology. **1 Dot**
- Online training on developing Web Pages. **No Dot**

3. QUERIES/COLLABORATION
(11 DOTS)

- Queries/Learners & Teachers (has anyone ever). **2 Dots**
- Newsgroup for students. **2 Dots**
- Collaboration with other supports agencies (NIFL) so as not to duplicate services. **2 Dots**
- Teacher mentors. **2 Dots**
- Place to post student publications, newsletters, and stories. **2 Dots**
- Collaboration ideas along with step by step process for collaborations. **1 Dot**
- Threaded discussions. **No Dot**
- Help/SOS. **No Dot**
- Questions for CDE/Staff Development for policy, funding, and tech questions. **No Dot**
- Key pal sign ups, for students by interest. **No Dot**
- Voice chat capability. **No Dot**
- Scheduled chat events by invitation. **No Dot**
- Teacher action research opportunities. **No Dot**

4. WEBSITE ORGANIZATION
(10 DOTS)

- Dynamic external gateway pages. **4 Dots**
- A Format easy to market and navigate (not too comprehensive a Web site) **2 Dots**
- Teacher friendly search engine page. **1 Dot**
- A Format that is simple, bold, and colorful. **1 Dot**
- Easy to navigate system (simplified). **1 Dot**
- Custom homepage (name log in takes you to areas of interest needed per prior registration). **1 Dot**
- Frequently changed/updated information to encourage regular checking. **No Dot**
- On going teacher needs assessment. **No Dot**
- Coordination/linking, using course numbers on file with state board of education (A-22), of any resources related to that course # on OTAN. **No Dot**
- Feedback opportunity. **No Dot**

5. PROGRAM RESOURCES
(5 DOTS)

- Statistics and surveys. **2 Dots**
- Network/meeting information on calendar for all mandated program areas. **2 Dots**

- Model Standards. **1 Dot**
- Model program description. **No Dot**
- Master calendar. **No Dot**
- Research summaries. **No Dot**
- Models of technology access for students (how to get technology resources). **No Dot**
- Database of distance learning strategies. **No Dot**
- Conference information online with registration online. **No Dot**
- Bibliography of resource material. **No Dot**
- Customizable bibliography. **No Dot**
- Impact from legislation. **No Dot**

FUNDING/OTHER OUTSIDE/COMMUNITY RESOURCES
(5 DOTS)

- Volunteer links place. **2 Dots**
- State, federal, private grant/project information (how to fill out/info about timelines). **2 Dots**
- Source for/links to private sector/ free resources (e.g. materials/tools for classrooms, computer, hardware, and software. **1 Dot**
- Community resources for teachers/students. **No Dot**

WEBSITE ELEMENTS
(4 DOTS)

- Forms - based authoring shells. **2 Dots**
- Student work/gallery page (submission page using forms to submit text or photos). **1 Dot**
- Photo bank. **1 Dot**
- News clipping service, items of interest posted. **No Dot**
- Include an elementary web page; create a template for students/teachers. **No Dot**
- Web-based email. **No Dot**
- Customizable calendar of events. **No Dot**
- Encourage international links. **No Dot**
- Web site links by content areas with programs. **No Dot**

MARKETING
(4 DOTS)

- Market the site offline (newspapers, colleges, etc.) **2 Dots**
- OTAN presence at CAROC conferences or other required teachers events. **1 Dot**
- Marketing ideas for classes and training to business. **1 Dot**
- Incentives for teachers who recommend the site to others. **No Dot**
- Real resources, not virtual. **No Dot**

JOB/CAREER DEVELOPMENT (3 DOTS)

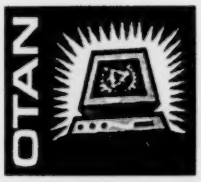
- Industry page, open to anyone from industry to post jobs directly on own page. **3 Dots**
- Outline of steps to achieve specific career paths. **No Dot**

PROFESSIONAL DEVELOPMENT (2 DOTS)

- In-service resources. **1 Dot**
- Link to sites with professional subject information (i.e. theories of adult education, learning styles). **1 Dot**
- Staff development. **No Dot**
- Host online conferences (CEU'S). **No Dot**
- On site training of use. **No Dot**

ASSESSMENT (2 DOTS)

- Adult learner/math, read, language assessment/placement online. **2 Dots**
- Assessment of students benchmarks in program areas (what has student achieved). **No Dot**
- Alternative assessment ideas, electronic portfolios rubrics. **No Dot**



OUTREACH AND TECHNICAL ASSISTANCE NETWORK

Internet Teacher Project Planning Meeting

Sacramento County Office of Education

January 21, 2000

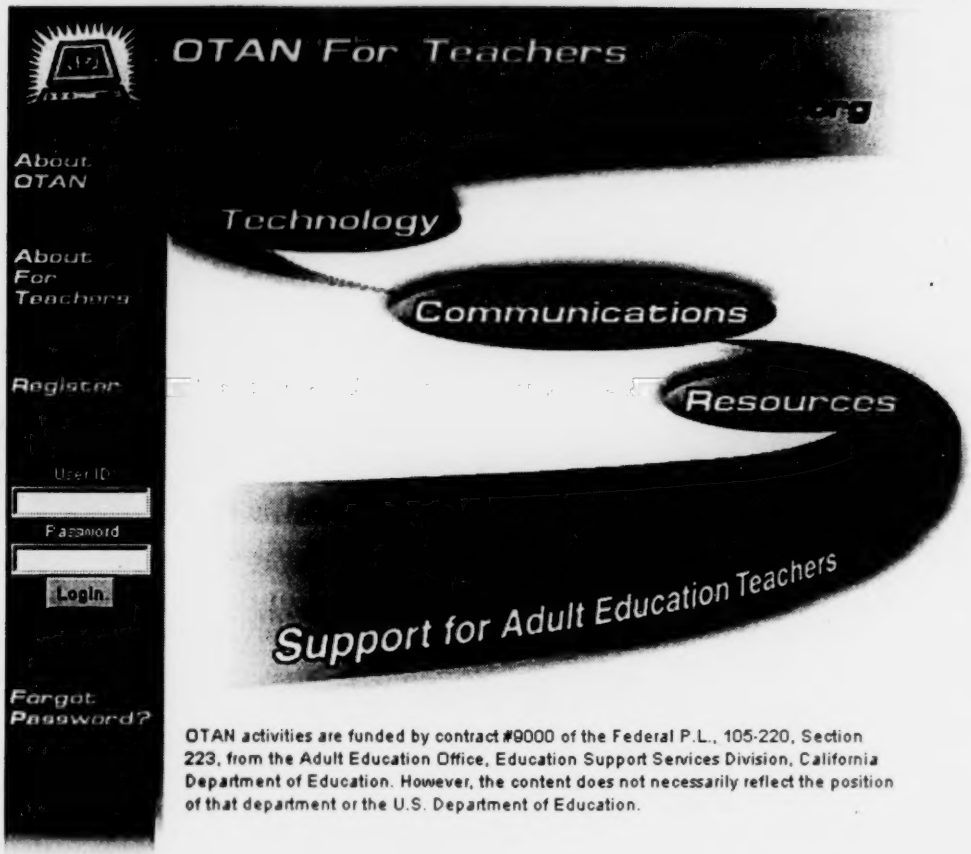
Participants: Linda West
Jerry Jones
Susan Sherod
Randi Knutson
Suzanne Fletcher
Alan Galbraith

Tentative Agenda

9:30 a.m.	Introductions Agenda Review
10:00 a.m.	Review / discuss Focus Group notes
	Review / discuss Website Organization draft
12:00 noon	Working lunch
1:00 p.m.	Review schedule / assign tasks
1:45 p.m.	Adjourn main meeting
	Sub-team follow-up discussions (?)

SCHEDULE – ROUGH DRAFT 1

JANUARY	
10-20	Review of all information from Nov. 3 notes, website, discussion with Linda
21	Meeting at OTAN
22-31	Re-think and rework ideas per meeting at OTAN. Research links for inclusion in site, review content, cross check with other sites to avoid duplication where possible. By end of January have a rough draft at least on paper without graphics or sidebar and pop-menu items, but with desired content areas defined and agreed upon.
FEBRUARY	
1-15	Continue to research and add links and material into the layout done in January.
16-29	Write content into html with some graphics and rough in for any unfinished graphic content. Get permissions to use information from other sites we want to copy any content from. Ask other sites to add links to our website and teacher page.
MARCH	
31	Continue to add and create content for tutorials, step by step info., that has to be created and could not be located by links or permission release, or non-copyrighted information. Teacher website prototype finished for review and feedback from Linda and OTAN staff.
APRIL	
29	Respond to review from OTAN with revisions, additional links and info. which can be researched and added or supplied by creating new items. Complete graphics wherever needed. Check for function on-line. Use weblint, etc. to check links.
MAY	
1-4	Activate, troubleshoot, and fine-tune the site
5-6	Conference in Fresno
7-16	Feedback reviewed and incorporated into the site
17-31	Beta test to power users, etc.
JUNE	
	Improvement process complete by June.



OTAN activities are funded by contract #9000 of the Federal P.L., 105-220, Section 223, from the Adult Education Office, Education Support Services Division, California Department of Education. However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

BEST COPY AVAILABLE

OTAN FOR TEACHERS WEB SITE

USER SURVEY

The OTAN for Teachers Web Site has several special features to encourage job-alike networking among adult education teachers. Please indicate your anticipated use of particular features below:

Number of respondents = 60

Number	% Yes	Feature
54	90	Teacher Exchange (Q & A, discussion area)
37	62	News and Thought of the Day
34	56	Member Directory search
25	42	List Servs (topical asynchronous discussions)
16	26	Live Chats (real time)

The information in the OTAN for Teachers Web Site is divided into 3 main categories and 14 sub-categories. Please indicate your anticipated use of particular types of information below:

TECHNOLOGY

Number	% Yes	Feature
52	87	Software for quizzes, tests, etc
51	85	Help with using the OTAN For Teachers Web site
46	77	For Teachers site index
44	73	For Teachers site keyword search
43	72	Software reviews
42	70	Technology planning
41	68	Help with using the OTAN Web site
41	68	Distance learning strategies
41	68	Managing computers in classroom
41	68	Directions on use of technical equipment
40	66	WWW search engines
38	63	Adult Education & Literacy Vendor Database
37	62	Equipment reviews
36	60	Technical implementation stories
35	58	Managing distance learning w/computers
34	57	Plug-in pages
34	57	Hardware upgrades
31	52	FAQ's
30	50	PC-Mac utilities
29	48	Hardware driver info

COMMUNICATION

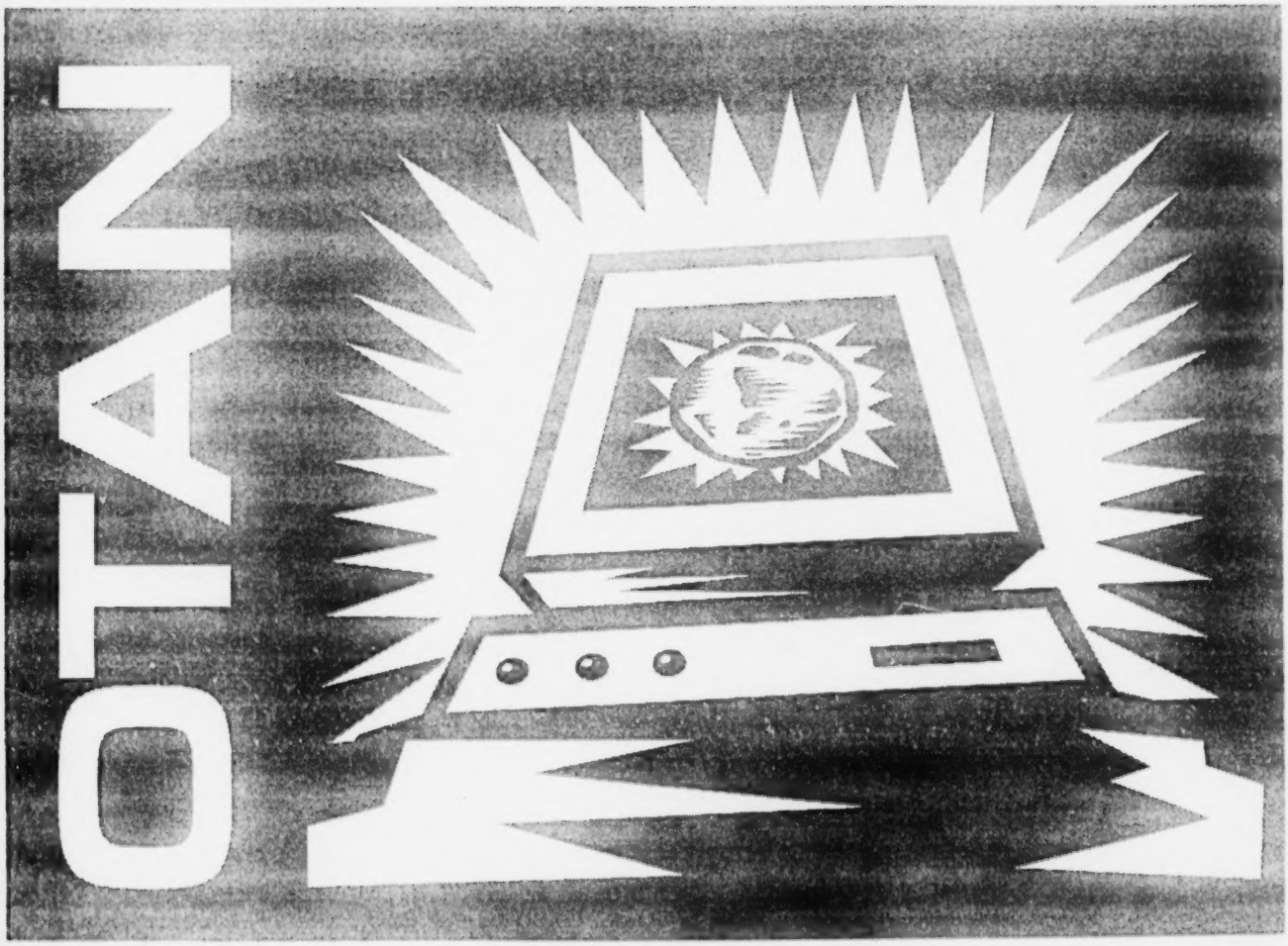
Number	% Yes	Feature
45	75	Online courses tips and tools
43	72	Student statistics
42	70	Adult Ed List servs
36	60	Communication software sites
36	60	Marketing ideas
25	42	Info Superhighway history
25	42	HTML authoring software sites
22	37	Cascading style sheets

RESOURCES

Number	% Yes	Feature
56	93	Professional growth (CEU)
56	93	Professional development / training
56	90	Keeping current
54	90	Conferences / workshops
53	88	Classroom activities
52	87	Teacher credentialing
50	83	Collaboration ideas
49	82	Primary sources for ideas
49	82	Employment Web sites
49	82	CA Adult Ed Lesson Plans by content area
49	82	Other lesson plan Web sites
48	80	Graphics / photo banks
48	80	Enrollment/attendance ideas
48	80	Job postings
48	80	Methodology by content area (ESL, ABE, Older Adult)
48	80	Instructional resources by content area
47	78	Videotapes for Adult Ed
45	75	Teacher directory information
45	75	CA State Department of Education
45	75	Teacher newsletters
44	73	Important deadlines
44	73	Private grant opportunities
43	72	Government funding opportunities
43	72	Standards by content area
41	68	Model program descriptions by content area
40	66	Student success stories
38	63	Placement tests
36	60	US Department of Education
35	58	Volunteer opportunities
34	57	Electronic portfolio rubrics

Information and Reference Services

9. Regional Resource Centers Support



9. Regional Resource Centers Support

OTAN supports the regional network of adult education resource centers with technical assistance and professional assistance. The OTAN Managing Director meets with the Regional Resource Center Managers quarterly manager through videoconferences or traditional meetings to update the managers on OTAN initiatives and to coordinate the delivery of OTAN staff development in the regions.

The resource centers have small depository collections of archival materials for which OTAN provides centralized cataloging and distribution and maintains an online searchable database accessed through the OTAN Web sites and through the Web pages of the individual centers.

A significant effort during the 99-00 contract year was technical support by the OTAN staff of the development and use of regional electronic address books. (Exhibit 9.a)

REGIONAL RESOURCE MANAGERS'

ONLINE ADDRESS BOOK

The **Online Address Book** contains groups of email addresses set up by the OTAN staff for the RRC Managers. It can be accessed through the OTAN Web site. Email addresses of current OTAN members will be linked to the OTAN Member Directory. This means that if someone in your address book updates their email address, your address book will automatically be updated with the correct information. You can add names to your address book by either adding a new address of someone who is not currently an OTAN member, or you can search the OTAN directory and select the person(s) you wish to add.

This is just the beta stage of the address book; therefore changes and additions can be made as they are needed. Feel free to call Suzanne Fletcher at (916) 228-2594 or email to sfletcher@otan.dni.us with your suggestions.

The following exercises will give you an introduction to the features of your online address book.

Exercise 1 - To open your address book:

1.	Login	to the OTAN Web site	You are at the OTAN Home Page.
2.	Click	on **Directory** on the menu bar	The drop down menu appears.
3.	Click	on **Search Directory**	The OTAN Directory Search screen appears.
4.	Click	on **RRC Managers Address Book**	The RRC Managers Welcome page appears.

Exercise 2 - To send group email:

1.	Click	**Send an email to existing group members**	Your group page appears.
2.	Select	the group(s) to whom you wish to send an email message	The group list appears.
3.	Click	in the **Don't Send** checkbox next to a name that you do not want to include	Checked records will not receive the email.
4.	Click	the **Send an email** button	An Email form appears.
5.	Click	the subject area and type a subject for your email	
6.	Tab	to the Message area and type a brief message	
7.	Click	**Submit**	Your email message is sent and you are returned to the RRC Managers Welcome page.

Exercise 3 - To add a new non-OTAN address:

1.	Click	**Add a new non-OTAN address to a group**	A form appears.
2.	Press Tab	to move to the Agency field	Type in the agency name.
3.	Press Tab	to move to the first name field	Type in the first name.
4.	Press Tab	to move to the last name field	Type in the last name.
5.	Press Tab	to move to the email address field	Type in the email address.
6.	Click	**Add to Group**	The "Record Added Successfully" page appears.
7.	Click	**Back to Main Page**	The RRC Managers Welcome Page appears.

Exercise 4 - To add an existing OTAN member to a group:

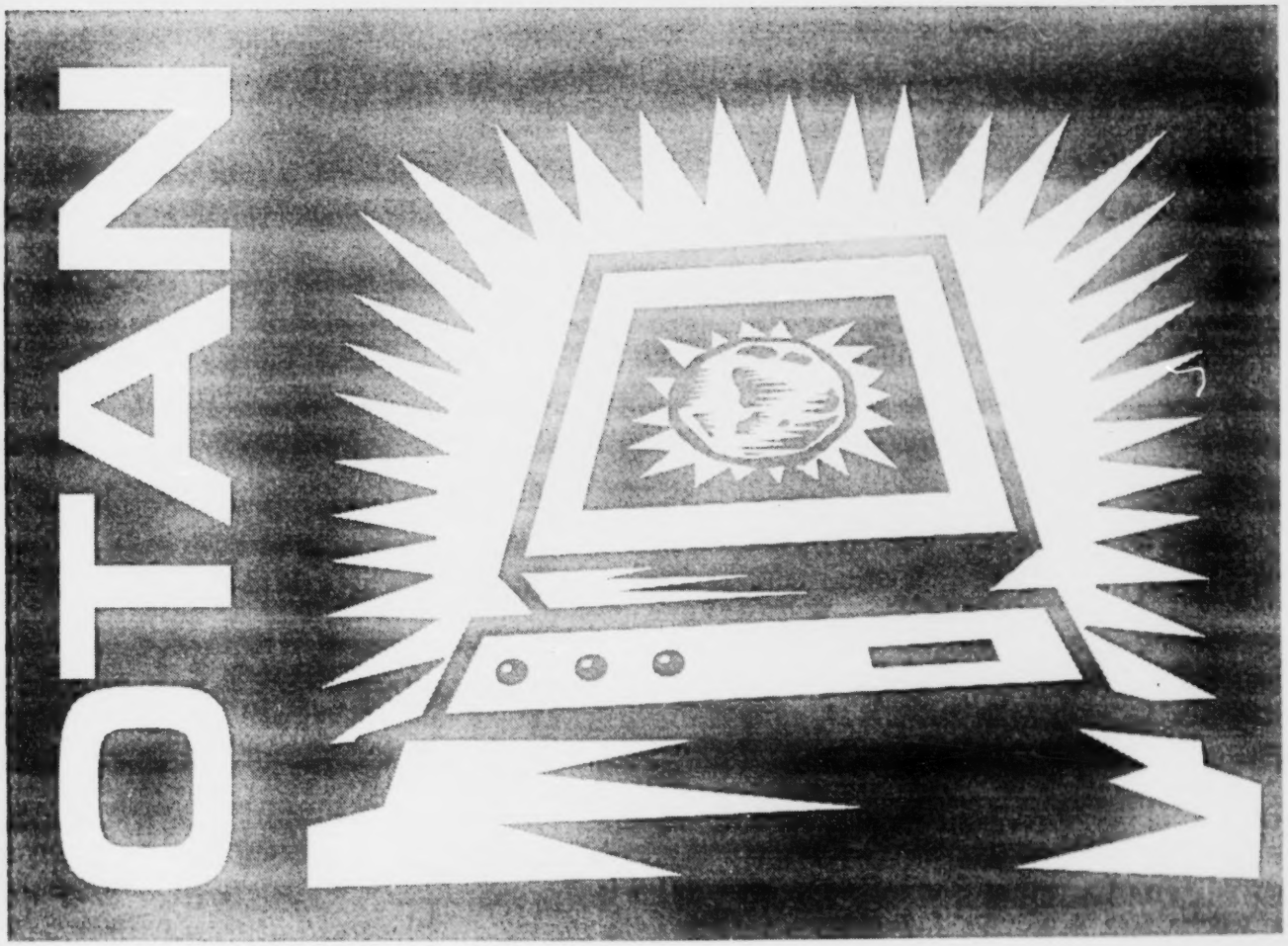
1.	Click	**Add an existing OTAN member to a group**	A search form appears.
2.	Click	in either the first, last or agency name field	Type the search information
3.	Click	**Find**	The OTAN Directory is searched and results are displayed.
4.	Click	on the link of the member that you wish to add to your address book	The detail page for the person appears.
5.	Select	the group to which you wish to add the person	
6.	Click	**Add Member to My Address Book**	The "Record Added Successfully" page appears.
7.	Click	**Back to Main Page**	The RRC Managers Welcome Page appears.

Exercise 5 - To edit information for an existing group member:

1.	Click	**Change details for an existing group member**	A list of the non-OTAN members of your group appears.
2.	Click	in any field and make desired changes	
3.	Click	**Save Changes**	The "Record Changed Successfully" page appears.
4.	Click	**Back to Main Page**	The RRC Managers Welcome Page appears.

Information and Reference Services

10. CA Adult Education Archives



10. CA Adult Education Archives

OTAN maintains the only Archives of California Adult Education information. Included are books, reports (e.g. researchers and contractors), newsletters, other types of print documents (e.g. testimony, letters, and notes), videocassettes, audiocassettes, slides, and photographs. During the contract year, 35 newly donated items were cataloged into the collection for a total of 1,018 cataloged titles, and other serials were processed. (Exhibit 10.a) There is a significant backlog of uncataloged items.

While the Archives do not circulate, they are accessible to adult educators through the database of bibliographic records that is electronically available on the OTAN Web site, through room-use in Sacramento, and through copies of items made for legitimate researchers (free of charge to those in California). Two professional librarians are available to interpret the collection to users, and it is used as a resource for OTAN's reference services. During 99-00, there were 19 direct requests for archival materials

Preservation of significant California adult education archival material through digitization is an ongoing project. A process that included formal field input produced a prioritized list of items appropriate for digitization, and staff was assigned to process the items. During the 09-00 contract year, full texts of 14 additional archival documents were scanned and converted to electronic PDF format and made available on the Web site. To date approximately 10 percent of the print titles in the Archives are also available electronically.

OTAN has the responsibility of developing and maintaining the California Adult Education Oral History Project. Twenty-one projects have been completed since 1992 and are available to researchers through the California State Archives, the Sacramento County Office of Education, CSU Fullerton Oral History Office, and on the OTAN Web Site (excerpts, indexes, and samples found in the California Adult Education History site). During the 99-00 contract period three additional histories were in process.

OTAN ADULT EDUCATION ARCHIVES COLLECTION

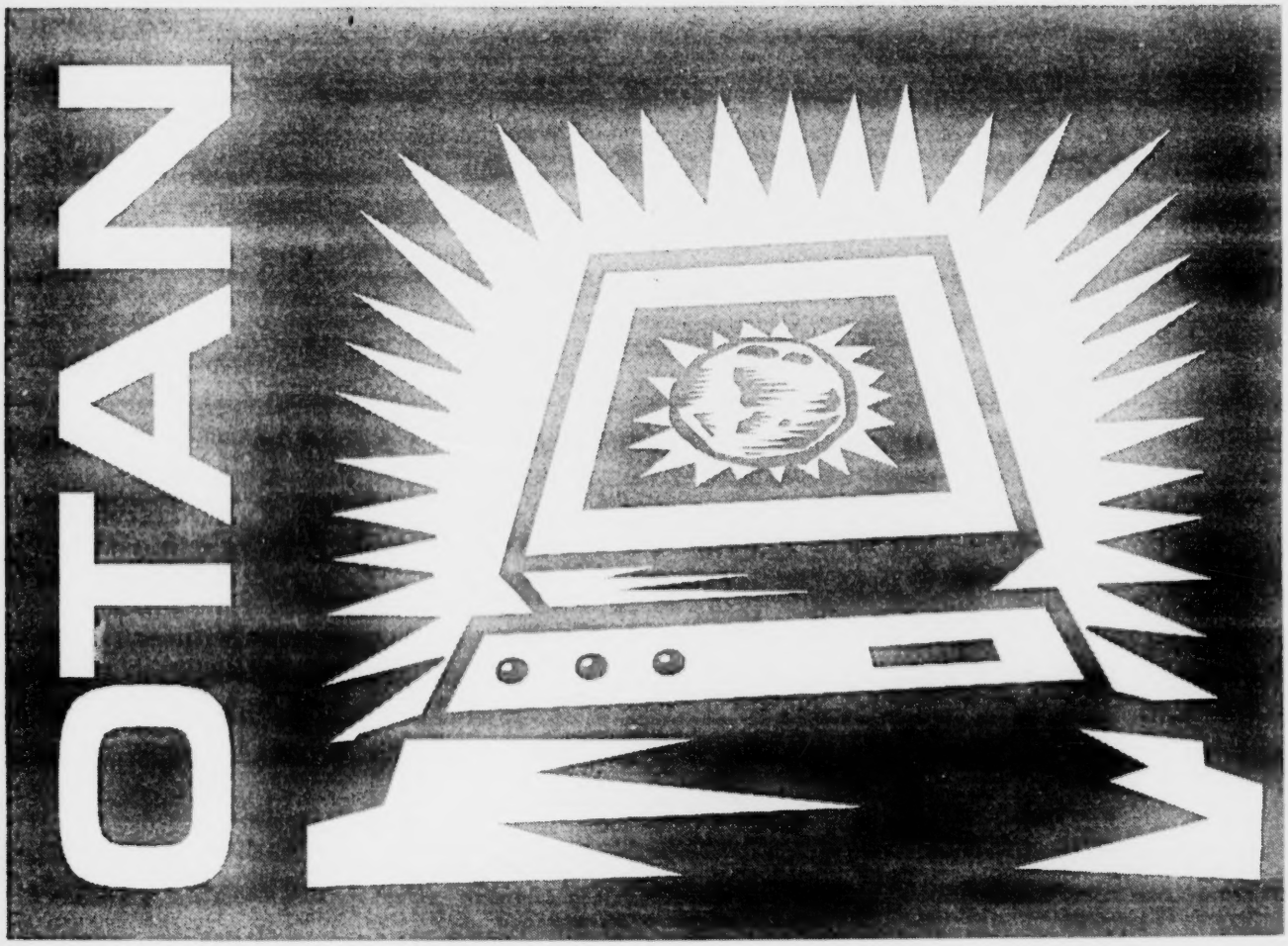
CATEGORY	ITEMS	CATEGORY	ITEMS
ARCHIVES (BY TITLE)	61	ARCHIVES CBAE STAFF DEVEL	12
ARCHIVES 309 PROJECTS	15	ARCHIVES CBE	35
ARCHIVES 310 PROJECTS	10	ARCHIVES CLASS LEVEL I	11
ARCHIVES ADULT DISABLED	27	ARCHIVES CLASS LEVEL II	9
ARCHIVES ADULT ED FIFTIES	11	ARCHIVES COMM. COLLEGES.	8
ARCHIVES ADULT ED SIXTIES	22	ARCHIVES CROSSROADS CAFE	28
ARCHIVES ADULT ED SEVENTIES	21	ARCHIVES DISTANCE LEARNING	15
ARCHIVES ADULT ED EIGHTIES	18	ARCHIVES DNAE	14
ARCHIVE ADULT ED NINETIES	19	ARCHIVES GAIN	20
ARCHIVES ADULT ED HANDBOOK	15	ARCHIVES LA CAPS CITIZEN	10
ARCHIVES ADULT ED STATISTICS	10	ARCHIVES LA CAPS CONSUMER	10
ARCHIVES ADULT ESL	47	ARCHIVES LA CAPS FAMILY	6
ARCHIVES ADULT HIGH SCHOOL	14	ARCHIVES LA CAPS HEALTH	6
ARCHIVES ADULT LEADERSHIP 1979	10	ARCHIVES LA CAPS WORKER	6
ARCHIVES ADULT LITERACY	35	ARCHIVES LAES	31
ARCHIVES AEI (BY TITLE)	18	ARCHIVES NOMOS PROJECT	7
ARCHIVES AEI POLICY OPTIONS	18	ARCHIVES OLDER ADULTS	7
ARCHIVES AMNESTY	8	ARCHIVES ON COMMON GROUND	19
ARCHIVES APL	6	ARCHIVES ORAL HISTORY	40
ARCHIVES CA STATE ABE PLANS	12	ARCHIVES OTAN	55
ARCHIVES CACE	8	ARCHIVES PARENT ED	15
ARCHIVES CASAS	75	ARCHIVES SCHL EFFECTIVENESS	9
ARCHIVES CASAS ABE REPORTS	20	ARCHIVES SLIDES	15
ARCHIVES CASAS CURRIC INDEX	15	ARCHIVES STAFF DEVELOPMENT	12
ARCHIVES CASAS FINAL REPORT	13	ARCHIVES VIDEOS	6
ARCHIVES CASAS IRCA	14	ARCHIVES VOCATIONAL ED.	10
ARCHIVES CASAS SPECIAL ED	5	ARCHIVES VOCATIONAL ESL	18
ARCHIVES CASAS SUMMER INST	21	ARCHIVES VOC / WORKPLACE	16

TOTAL ITEMS IN COLLECTION 1,018

BEST COPY AVAILABLE

Information and Reference Services

11. Workplace



11. Workplace

OTAN supports the efforts of local providers of literacy skills in a workplace context through two initiatives, the VESL Workplace Clearinghouse and the Employment Training Library. (Exhibit 11a)

The VESL Workplace Clearinghouse provides a response to the need that many agencies have for workplace learning and vocational English as a Second Language materials. Publicly funded curriculum development projects whose products are not commercially published deposit them in the VESL Workplace Clearinghouse, where they are catalogued and publicized, and single copies made available for the cost of duplication. A print catalog is distributed at appropriate adult education conferences and by mail, and an electronic version of the Clearinghouse catalog is available for searching on the OTAN Website. During the 99-00 contract year, the Clearinghouse catalog contained 355 items, and 317 items were distributed in response to 156 requests received from 114 agencies.

The Employment Training Library that was originally developed with JTPA funding has been even more utilized with marketing to the adult education community. The collection consists of 1,405 print and video items. During the 99-00 contract year, 607 items were loaned to 428 patrons, and research using the collection was done for an additional 91 patrons.

VESL Workplace Clearinghouse

Summary of Materials and Services

July 1, 1999 – June 30, 2000

Total Cataloged Titles	355
Total Requests	156
Materials Sent	317
Number of Agencies Requesting Material	114
Total Number of Catalogs Distributed	919

Employment Training Network

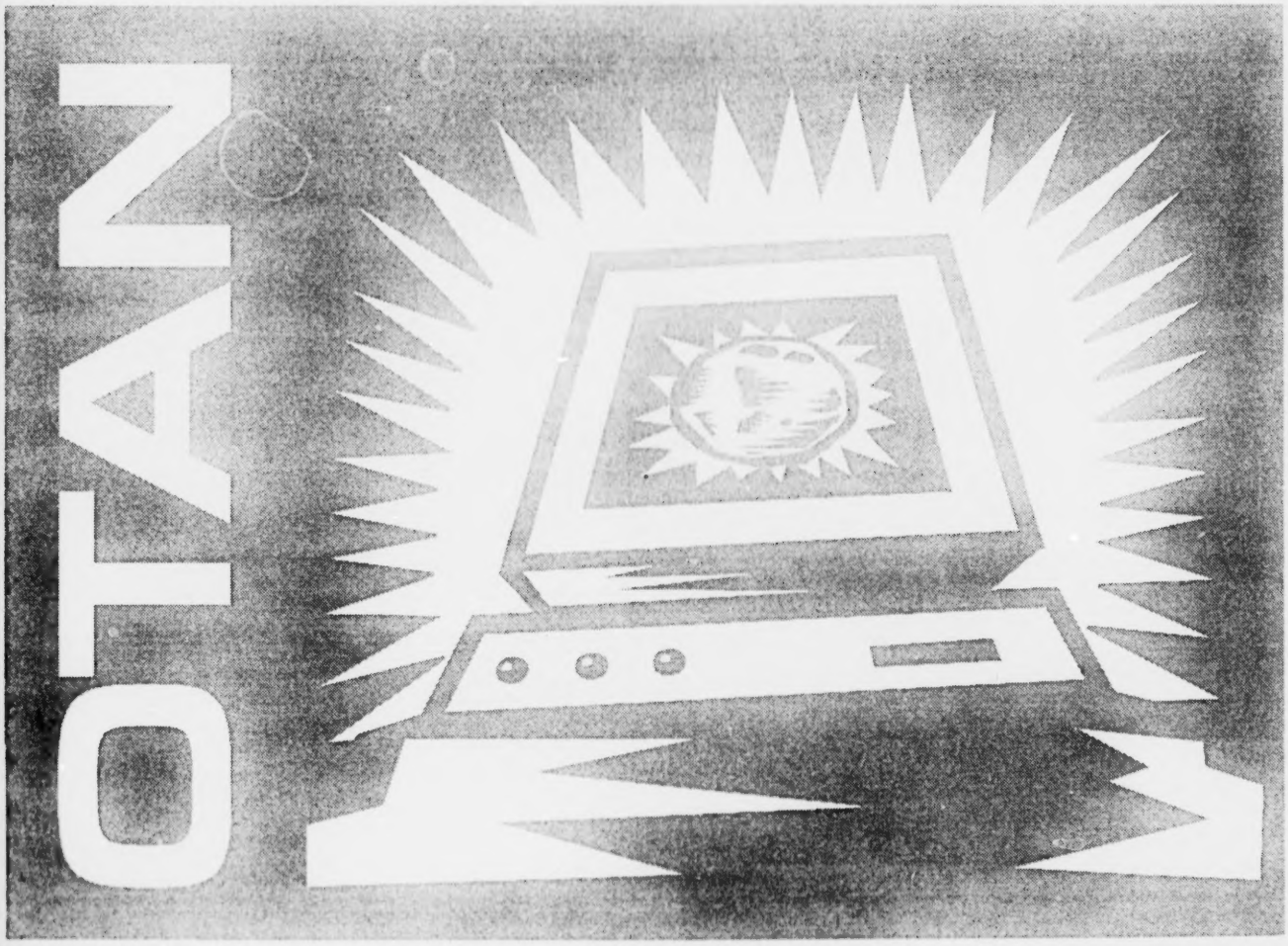
Summary of Materials and Services

July 1, 1999 – June 30, 2000

Total Print and Video Items	1,405
Total Material Loaned	607
Patrons Requesting Material	428
Patrons Requesting Research	91

Instructional Technology

12. Technology Learning Resources



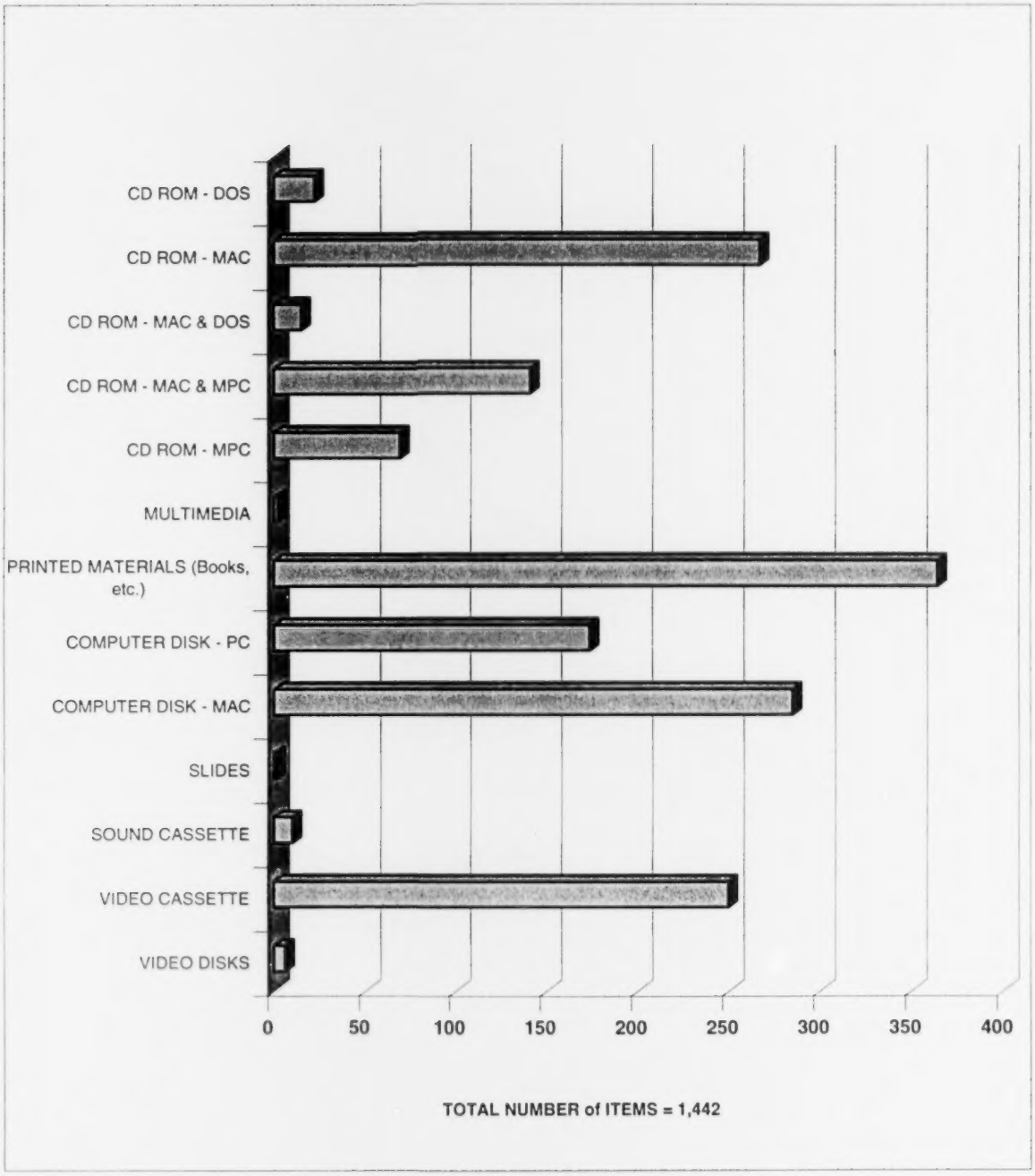
12. Technology Learning Resources

OTAN staff research and make available information regarding new and emerging technologies and available learning resources. Newsletters and Web sites are monitored for current information, and an Educational Technology Collection of print (360) and non-print (1,082) cataloged titles is maintained. (Exhibit 12.a) The collection is a resource for reference services and for technology presentations by staff.

OTAN facilitates the downlinking by California adult agencies of satellite videoconferences and presentations sponsored by the US Department of Education and by universities and services around the country. During the 99-00 contract year, synchronous viewing opportunities for seven events were hosted by the Sacramento County Office of Education and also by other California locations. (Exhibit 12.b) Other locations taped the shows for asynchronous viewing.

OTAN is also a liaison between publishers and practitioners. During the 99-00 contract year over 150 contacts were made with vendors to identify adult appropriate materials and arrange demonstrations. Input and insights on the needs of the adult education field were provided to six publishers engaged in software development. (Exhibit 12.c)

The OTAN Web site provided resources for implementing technology. A searchable catalog of the bibliographic records for the Education Technology Collection was available in the Reference Libraries area. Technology conferences were advertised on the OTAN Web site in the Master Calendar, and technology funding opportunities in the Educational Grants section. Monthly updates of the "Internet in the Classroom" feature and other Internet teaching ideas were provided in the For Teachers area.

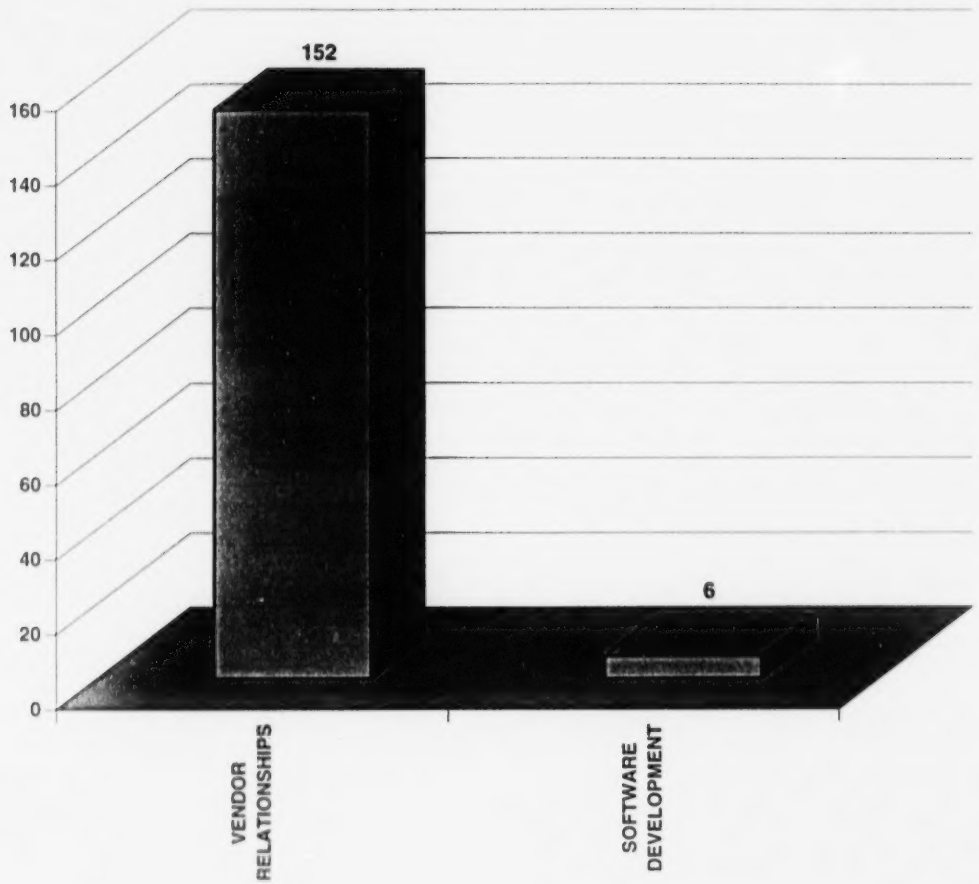


OTAN TECHNOLOGY REFERENCE COLLECTION

June 99 - July 00

Video Conferences / Presentations

Date	Title	Sponsoring Agency	Location	Attendance
12/15/99	"English Literacy & Civics Education Demonstration Grants Program"	US Department of Education*	Sacramento County Office of Education – Willow Room	1
			Santa Ana College, School of Continuing Education	13
		*San Diego County Office of Education was a training Site set up by US Dept of Education	Merced Adult School	1
3/22/00	"GED, You and Me"	Western Illinois University	Sacramento County Office of Education – Willow Room	0
3/23/00	"Teaching Reading & Functional Writing to Adults with Learning Disabilities" – Basic Level (Part 1 of 2)	PBS Adult Learning Satellite Service	Sacramento County Office of Education – Boardroom	10
4/26/00	"ESL Education: A National Imperative"	Western Illinois University	Sacramento County Office of Education – Cypress Room	0
4/27/00	"GED 2002: Everything You Need to Know"	PBS Adult Learning Satellite Service	Sacramento County Office of Education – Cypress Room	10
			San Diego County Office of Education	13
			Merced Adult School	5
5/24/00	"Thinking in the Future Tense About Adult Education"	Western Illinois University	Sacramento County Office of Education – Cypress Room	2
6/8/00	John Corcoran – Author of "The Teacher Who Couldn't Read"	Sacramento Learning Disabilities Association	Sacramento County Office of Education – Board Room	60



OTAN
VENDOR RELATIONSHIPS

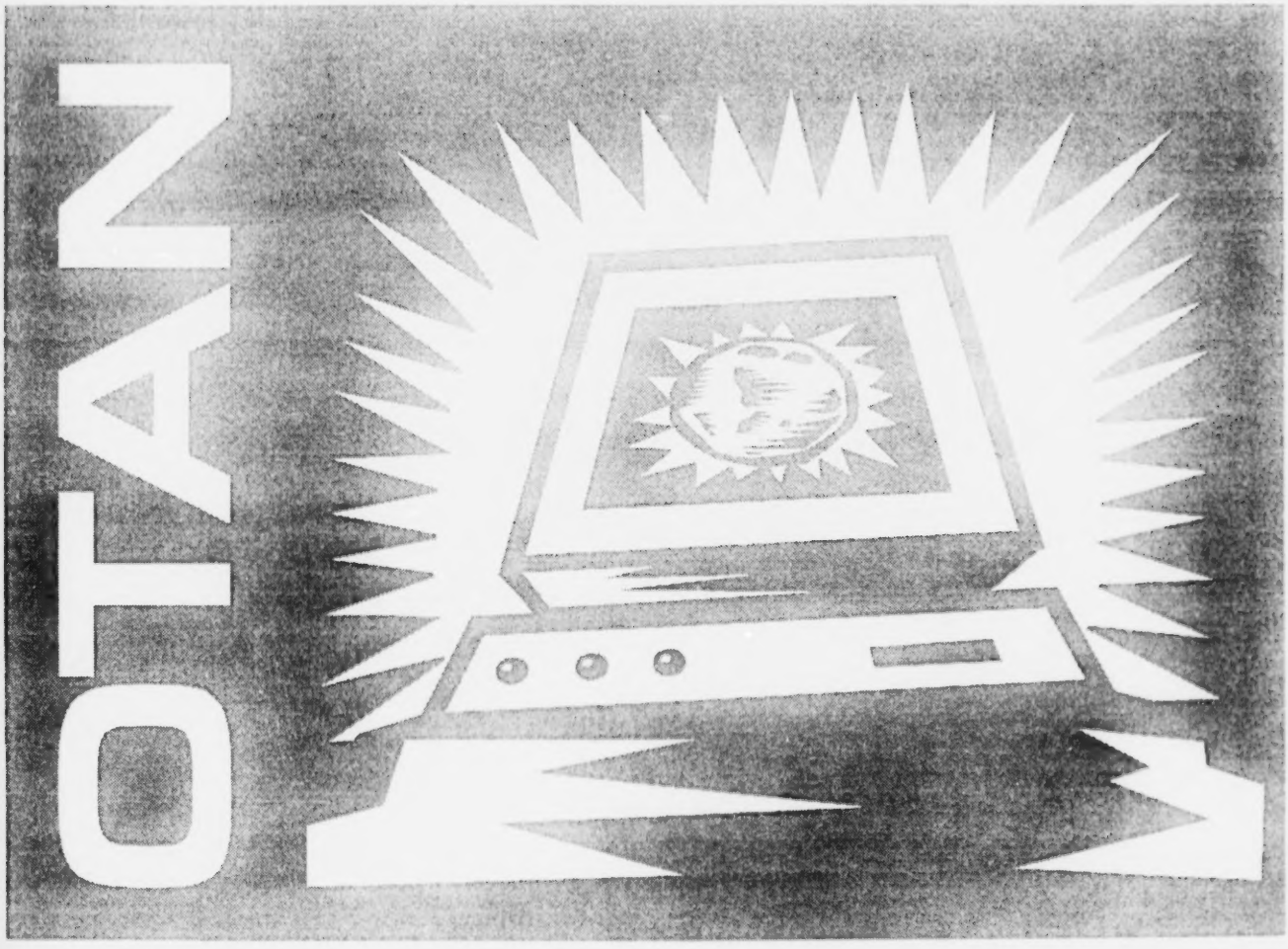
June 99 - July 00

Vendor Relationships
Communicate with vendors in an effort to arrange discounts and/or donations of various products or demonstrations.

Software Development
Act as a liaison between software publishers and practitioners, providing input and insights on the needs of the adult education field.

Instructional Technology

13. Implement Instructional Technology



13. Implement Instructional Technology

OTAN provides training to California adult educators on planning and implementing instructional technologies. An essential component of this service is needs assessment. In 1995 and in 1998, OTAN surveyed adult education providers in the areas of technology infrastructure, utilization, and perceived needs. During the 99-00 contract year a telephone survey of a sample of the agencies that responded in 1998 focused on staff development needed by agencies to implement technology and the perceived barriers to its provision. The growing need for training on planning and implementing instructional technologies was confirmed. (Exhibit 13.a)

A wide variety of opportunities for technology development were sponsored by OTAN during the 99-00 contract year. Direct assistance was provided to 41 agencies or individuals to plan and implement technology. Another 23 clients were assisted with developing initiatives to deliver instruction over distances. Nine software demonstrations were presented. (Exhibit 13.b)

OTAN staff presented workshops promoting the educational use of technology at 34 workshops to a total of 1,994 participants. (Exhibit 13.c.)

California Adult Education
Implementing Instructional Technology

Needs Assessment Survey

One of OTAN's goals for 1999-2000 was to conduct a telephone survey updating and supplementing the 1998 statewide, adult education technology survey. The survey collected information for a staff development intervention that OTAN will be conducting during the 2000-2002 school years. The survey identified barriers that administrators felt teachers need to overcome in implementing the use of instructional technology in their classrooms.

The survey was completed during January 2000 with 19 California adult school administrators participating. Administrators were selected from those who had responded to the earlier survey completed in 1998. Interviewees were selected based on location and ADA of the school. Half of the schools were selected from Southern California and half from the Northern section of the state. An attempt was made, also, to distribute the calls evenly among small, medium, and large schools. A list of the schools and the administrators who participated is included in this exhibit.

Each administrator was asked a series of questions in each of the following areas:

- the relative needs of staff to develop specific computer skills,
- how effective specific methods of the delivery of training would be on implementing instructional technologies,
- what factors would motivate teachers to participate, and
- what their institutions would be willing to do to encourage teacher participation.

A copy of the survey questions follows this report

The attached chart illustrates the results of the survey. The average for each question is represented on the bar graph.

Participants in Staff Development Technology Survey 2000

Adult School	Respondent	Position
Clovis Adult School	Bruce Howison	Technology Specialist
Eureka Adult School	Sue Griffith	Assistant Director
Fillmore Adult Education	Nancy Maxson	Principal
Hanford Adult School	Al Vital	Principal
Jurupa Unified School District Adult Program	Paul Jenson	Administrator
Kings Canyon Adult School	Ron Hudson	Principal
Kingsburg Joint Union School District	Carmen Linares	Administrator
Lake County Office of Education	Dave Geck	Assistant Superintendent
Livermore Adult Education	Nancy Steele	Principal
Los Molinos Adult High School	Linda McCay	Program Coordinator
Marysville Adult School	Richard Barnes-Allan	Coordinator of Adult Ed. Services
Merced Adult School	Linda Lucas	Principal
Napa Valley Adult	Rhonda Slota	Principal
Riverside Adult School Palm Center	Bob Smith	Administrator
San Bernardino Adult School	Janice Cody Roselius	Curriculum Specialist
San Leandro Adult School	Susanne Wong	Principal
Tulare Adult School	Dan Neppel	Administrator
Turlock Adult School	Alice Schultz	Assistant Principal
Victor Valley High Valley Alternative Education Center	Elida Boyce	Principal

Technology Survey

Agency_____

Address_____

City_____Zip_____ Phone_____

Person responding_____Title_____

Please rate the following items on a scale of 1 – 4 with 1 being not important and 4 being very important.

I. Content

What is the relative need of your teachers to develop the following skills?

1 2 3 4 Basic computer skills such as using the mouse, printing a document, or saving a file.

1 2 3 4 Use of basic computer programs such as word processing, databases, or spreadsheets.

1 2 3 4 Use of telecommunications such as email and the Internet.

1 2 3 4 Applying technology use in classroom management such as how to select the appropriate application for a student activity, how to select the appropriate application to meet individual needs, or how to evaluate student products produced with technology.

1 2 3 4 Integrating the use of instructional software into the classroom.

1 2 3 4 Integrating the use of the Internet into the classroom.

II. Delivery of training

How effective would you expect these possible methods to be in the delivery of training on implementing instructional technologies?

1 2 3 4 Live demonstrations by outside experts.

1 2 3 4 Online staff development available as distance learning.

1 2 3 4 Peer coaching / mentoring.

1 2 3 4 Follow-up activities & evaluation.

Other_____

_____

III. Teacher Motivation

How important would you expect these factors to be in motivating teachers to participate?

1 2 3 4 Personal desire for program improvement

1 2 3 4 CEU's

1 2 3 4 Release time

1 2 3 4 Over time

1 2 3 4 District staff development days

Other _____

_____

IV. Agency Motivation

Would your institution allow or encourage any of the following to facilitate staff development?

1 2 3 4 Release time

1 2 3 4 Over time

1 2 3 4 District staff development days

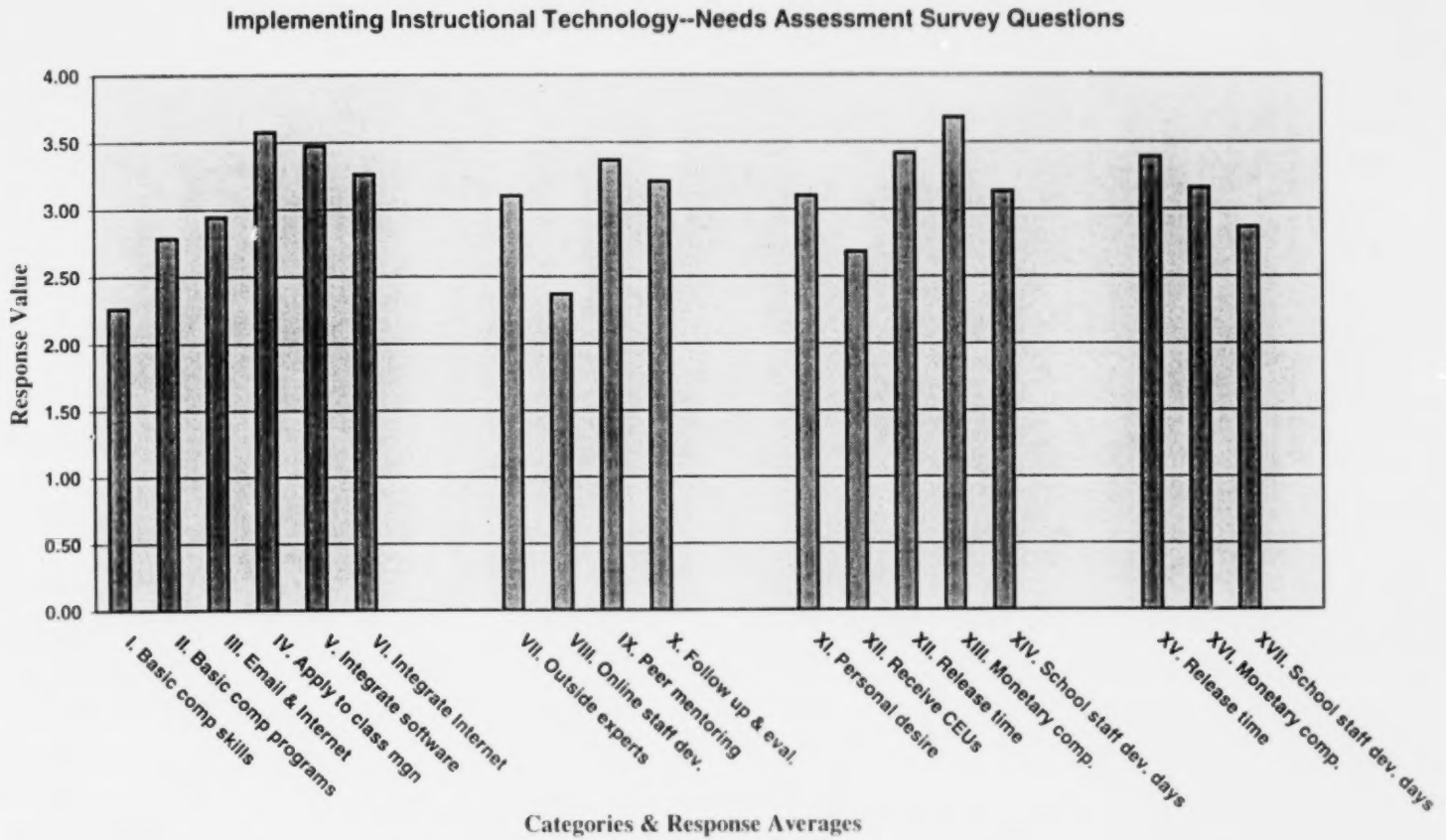
Other _____

_____

V. Pilot Site Participation

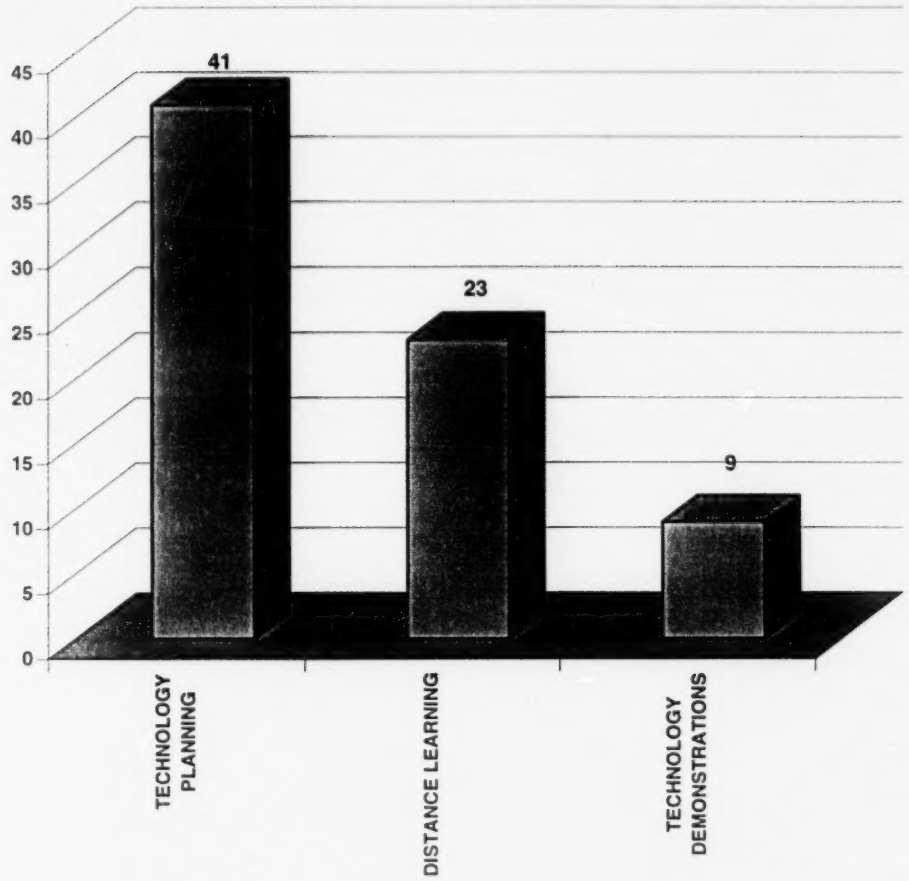
OTAN has funding to pilot local interventions to help local programs implement best practices in computer-assisted instruction and/or Web based instruction.

Yes No Would your agency be interested in participating as a pilot site?



The questions in the survey are based on a scale of 1 – 4 with 4 being not important and 4 being very important

Questions I-VI What is the relative need of your teachers to develop the following skills?
Questions VII-X How effective would you expect these possible methods to be in delivery of training on implementing instructional technologies?
Questions XI-XIV How important would you expect these factors to be in motivating teachers to participate?
Questions XV-XVII Would your institution allow or encourage any of the following to facilitate staff development?



OTAN
TECHNOLOGY DEVELOPMENT ACTIVITIES

June 99 - July 00

Technology Planning
Assist agencies and individuals to plan and implement new and existing technologies; educate and advise individuals on specifics such as acquisitions. Conduct follow-up services to ensure successful achievement of technological plans and goals.

Distance Learning
Work independently and with other entities, discuss and develop initiatives dealing with delivering instruction over distances.

Technology Demonstrations
Demonstrate software to agencies and individuals to assist in selection and implementation of appropriate media to be used for instruction.

OTAN Technology Presentations

Date	Presentation Title	Location	Participants
July 30, 1999	Issues of using the Internet in the adult educaion classroom	ALT Conference, St. Paul, MN	27
July 31, 1999	Cyberstep: Multimedia ABE and ESL Materials for Low Literacy Adults	ALT Conference, St. Paul, MN	68
July 31, 1999	A Model for ESL Instruction via WebTV	St. Paul, Minnesota	28
August 17, 1999	Information Age Technology: Implications for Adult Education	Santa Ana, CA	88
August 27, 1999	Information Age Technology: Implications for Adult Education	Sacramento, CA	90
August 31, 1999	Information Age Technology: Implications for Adult Education	Fresno, CA	15
September 3, 1999	Information Age Technology: Implications for Adult	Chula Vista, CA	74
September 25, 1999	ESL and Technology: New Tools for Teaching and Learning	Sunnyvale, CA	38
September 30, 1999	Technology Trends in Adult Education	ACSA Adult Ed Conference, Anaheim, CA	36
October 1, 1999	Staff Development via the World Wide Web	Anaheim, CA	27
October 15, 1999	Cyberstep: Learning Technologies for Low Literacy Adults	AAACE Conference, San Antonio, TX	14
November 13, 1999	New Technology for Adult Education	CCAE South Coast Section Conference, Palm Springs, CA	26
December 9, 1999	Using the Web for Extending Learning	CSBA Conference, San Francisco, CA	140
January 4, 2000	Using the Web for Teaching and Learning	Auburn, CA	85

BEST COPY AVAILABLE

OTAN Technology Presentations

Date	Presentation Title	Location	Participants
January 14, 2000	Adult Education Software	Salinas Adult School, Salinas, CA	6
January 14, 2000	Issues of using the Internet in the Adult Education Classroom	Salinas Adult School, Salinas, CA	10
January 25, 2000	Using the Web for Teaching and Learning	Orlando, Florida	110
January 27, 2000	Technology and Adult Education	San Francisco, California	18
January 28, 2000	Using the Web for Teaching and Learning	San Francisco, California	108
January 30, 2000	Using the Web for Teaching and Learning	San Diego, California	65
February 11, 2000	Using the Web for Professional Development	Wasington DC	75
February 24, 2000	Using the Web for Teaching and Learning	Canejo Valley, California	68
March 1, 2000	Distance Learning: The Next Five Years	San Diego, California	160
March 1, 2000	Web-Based Authoring Tools	San Diego, California	24
March 3, 2000	Using the Web for Teaching and Learning	Chula Vista, California	58
April 4, 2000	Adult Education 231 Live Satellite Event	Sacramento, California	10
April 7, 2000	Language Learning in the Information Age	Sacramento, California	32
May 5, 2000	Software for the Adult Education Classroom	Fresno, CA	25
May 12, 2000	Technology Trends in Adult Education	Berkeley, California	62

BEST COPY AVAILABLE

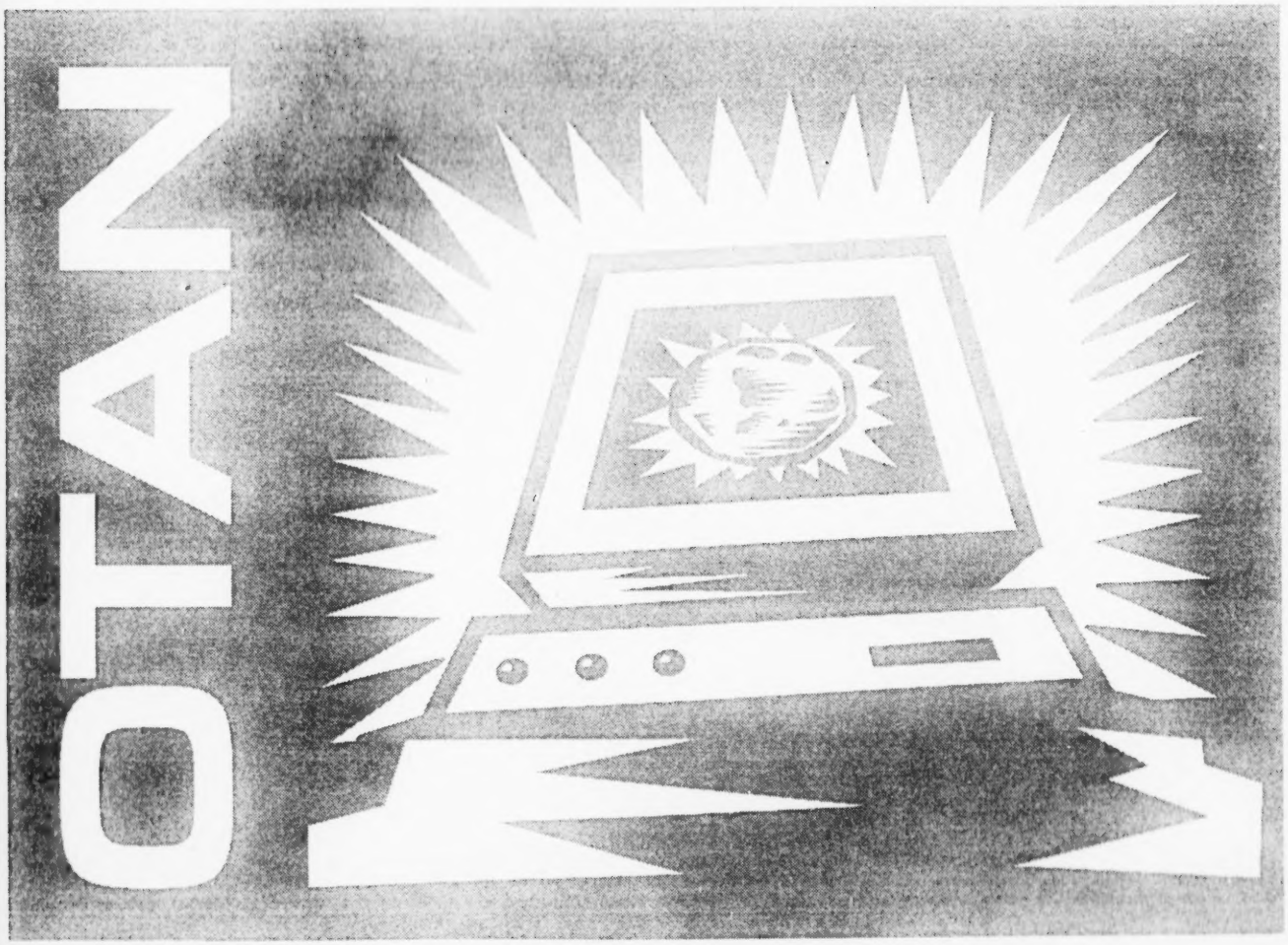
OTAN Technology Presentations

Date	Presentation Title	Location	Participants
May 17, 2000	Education Imperatives in the Digital Age	Sacramento, California	48
May 19, 2000	Information Age Technology: Implications for Adult Education	Taos, New Mexico	175
June 9, 2000	Technology and Family Literacy	Washington D.C.	118
June 16, 2000	The Study Place	Washington D.C.	34
June 20, 2000	Bridging the Digital Divide	San Diego, California	32
	Total Presentations 34	**Total PresParticipants**	**1,994**

BEST COPY AVAILABLE

Instructional Technology

14. Local Agency Intervention



14. Local Agency Intervention

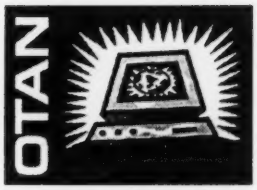
A new objective of the OTAN contract is to pilot two local agency interventions to research the implementation of best practices in computer assisted and/or Web based instruction and to develop successful models for replication.

Planning done during the 99-00 contract year included researching instructional models, developing criteria for identifying pilot sites, and researching prospective sites. (Exhibit 14.a) Intervention sites will be chosen and the intervention begun in the 99-01 contract year.

The project was reviewed with the directors of other 223 leadership projects (e.g. CASAS, SDI, Distance Learning) for suggestions and identification of collaboration opportunities. The project was also reviewed with CDE Adult Education Office managers who made suggestions regarding process and pilot sites.

Two sites will be targets to intervention. OTAN will provide varied technical assistance as needed to facilitate the local agency developing: a new or updated technology plan; technical staff to provide assistance to instructional staff implementing technology; coordinators/mentor teachers to provide instructional support to classroom staff; classroom staff with skills and confidence to integrate technology into instruction; and an evaluation plan with multiple measures.

Types of technical assistance provided may vary with needs of the agency and its technology plan, but may include: expert facilitation of technology planning process, resources on hardware and software, promising practices, instructional strategies; training on setting up LANs and loading software; training on locating instructional resources on the Internet, use of email and Web BBs; training on integrating technology into instruction; follow-up telephone and on-site technical support; periodic on-site peer-coaching and mentoring assistance; and professional evaluation plan.



LOCAL AGENCY INTERVENTION

CRITERIA FOR SELECTING PILOT SITE AGENCIES

June 2000

Objective: to facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions

Criteria for selection of initial two pilot sites:

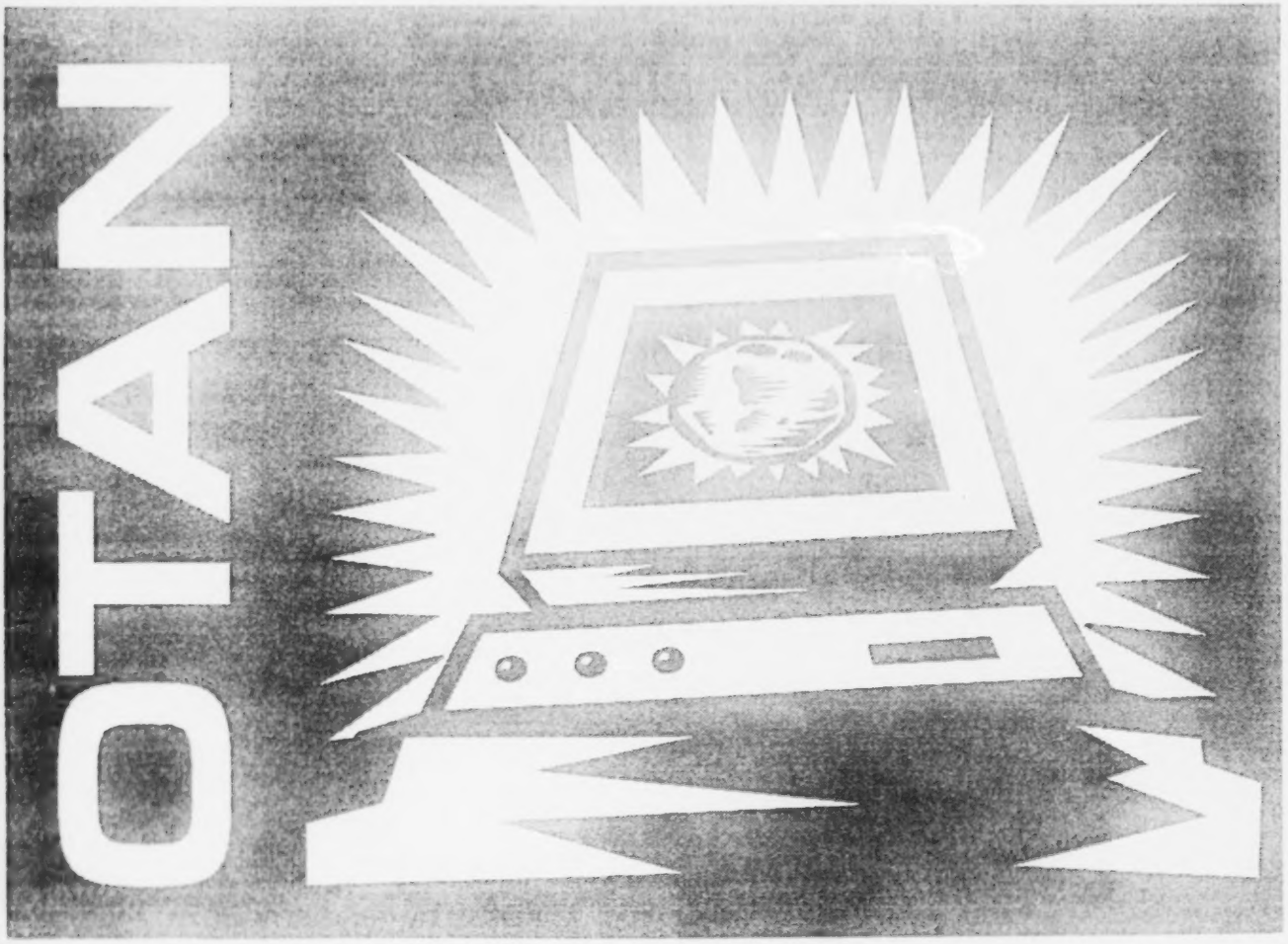
Has a supportive administration
Has a strong staff in place to develop as agency-based mentors
Completed the 1998 California Adult Education Technology Survey
Participates in federal supplemental 231 program
Participates in CASAS accountability testing

Infrastructure in place –
i.e. high speed connection to Internet,
computer labs and/or classroom computers.
Interest in using classroom technology but not fully implemented

Medium size
i.e., not a very large program and not a very small "start-up"
Different geographic areas of the state
i.e., one "north" and one "south"
(South, LA, Orange, Desert / North, Central Valley, Coast)

Appendicies

OTAN 99-00 Quarterly Progress Reports



Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
July 1, 1999 – September 30, 1999

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats show a steady growth in all indicators of usage. General hits during the quarter totaled 1,874,568, and the unique computers/month figure topped 62,000. • The Web site directory grew steadily by about 60/week for a total of 3,113 members. • Procedures were implemented to keep the directory current...periodically to encourage inactive members to participate and to eliminate inactive accounts. • A listserv was hosted for the California Distance Learning Project Workplace group. • A total of 285 users were served by19 online workgroups hosted in the Round Table. • Users were notified by email of information matching their areas of interest.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 106 clients. • Staff provided 16 training classes for a total of 150 participants. • A new set of modularized print training materials was developed for the Fall, 1999 classes.
2. 2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• A new 3-fold OTAN marketing brochure was produced in July to describe the main functions of the 99-02 OTAN contract. • An 8-page Online Connection newsletter was produced and mailed in September. The focus of content was online networking through the OTAN Website directory. • A new 4-page glossy Website marketing brochure was developed. • Staff attended 3 conferences during the quarter and presented 8 workshops for 369 participants. • Planning was done for a meeting in November of a Focus Group of adult education instructors who use the Internet in instruction.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Ed Tech librarian researched status of learner Web sites and prepared report for teacher Focus Group meeting. • Negotiation begun with partner agencies. • Several models identified: supplemental instruction (CDLP Web site); special curriculum (Web TV site, San Juan pilot); project based (E-mail, Santa Ana College); one course (Web CT examples on OTAN site).
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses	• Researched partnerships with CA state universities, including CSU Sacramento. • Continued partnership with Staff Development Institute, California Distance Learning Project and CASAS regarding course development.
5.2. Research needs and identify course content and evaluation points	
5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education	
5.4. Implement instruction and evaluate success of courses	
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic Forum totaled 196. • There were 23 new titles cataloged into the physical Adult Education Reference Library Collection, which now totals 1,167. • A new procedure was implemented to notify users by email when information was posted that matched the areas selected in their user profiles.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records	• Web site stats showed 4,583 requests to WAIS (Boolean) search engines and 265,284 Tango (fielded) requests. • Staff responded directly to 175 requests for adult education and general information. • Staff responded to 7 requests for archival information. • Staff responded to 14 technology reference questions. • Customized searches of online databases totaled 32. • Staff distributed a total of 15 items by fax or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• Sent electronic invitation to adult education teachers registered on the OTAN Web site to participate in an initiative supporting enhanced use of the Internet in classroom instruction. • Identified participants and planned a Focus Group of Internet Teachers on November 3.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• Participated in a video conference with CDE Staff, SDI Staff, and RRC managers to discuss Fall staff development efforts. • Provided technical assistance to RRC staff in developing regional electronic address books.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• Acquired 30 and cataloged 2 additional titles into the print Archives, for a total of 967 print, video, and slide/tape items. • The database of bibliographic records is available on the Website, accessed by a fielded search page. • During the quarter, 6 additional archival items were digitized in pdf files. PDF files on the Web site were accessed 3,943 times during the quarter. • One additional oral history interview, with Autumn Keltner, was recorded and forwarded for transcription. Two additional subjects, Paul Belomy and Jim Figueroa, were identified.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 5 new items for a total VESL/VABE materials acquired of 459, total cataloged of 343 titles. • Produced a Summer/Fall 1999 VESL Workplace Clearinghouse catalog. • Updated online catalog and distributed print catalog at conferences. Mailed 172 requested catalogs. • Responded to 43 requests and sent 73 VESL/VABE materials to 37 total agencies. • The Employment Training library added 7 books and 6 videos during the quarter. • Employment Training library usage continues to grow, assisted by a mailing in September. • Researched pre-employment and job search skills for 25 patrons. • Loaned 162 Employment Training items to 110 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	• Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	• Acquired 11 new items for a total print and non-print Educational Technology library of 1,396.
3. Market availability of technology information through OTAN	• Provided a monthly update of the "Internet in the Classroom" Web site feature.
4. Provide opportunities for adult educators to sample new technologies	• Provided opportunities for 4 adult educators to sample new technologies
5. Provide planning support to agencies implementing new technology	• Provided technology planning support to 5 agencies and distance learning information to 4 agencies.
6. Promote with publishers the development of adult appropriate mediated materials	• Promoted development of adult appropriate materials with 17 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	• Planned telephone survey to follow-up sections of the 1998 California Adult Ed Technology Survey.
2. Develop training materials	
3. Provide training on instructional technologies	
4. Follow-up on local progress as a result of training	
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	• Identified two possible pilot sites, San Juan Adult Education and a site TBA of Los Angeles USD Department of Adult and Continuing Education.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites	

BEST COPY AVAILABLE

Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
October 1, 1999 – December 31, 1999

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats show a steady usage during the holiday period in all indicators. General hits during totaled 1,849,665, with over 27,844 unique computers/month. • The Web site directory grew steadily by about 58/week for a total of 3,306 members. • Procedures were followed to keep the directory current--periodically to encourage inactive members to participate and to eliminate inactive accounts. • Two new Round Table electronic work groups were CA Literacy Network and Bridges to Practice; Two new electronic listservs were CTAP and Healthy Start. • A total of 259 users were served by19 online workgroups hosted in the Round Table. • Users were notified by email of information matching their areas of interest.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 81 clients. • Staff provided 11 training classes for a total of 102 participants. • New modularized print training materials were implemented during the Fall classes. • Specialized online database support was provided to 12 users. • Planning was begun to expand the electronic help desk.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• An 8-page Online Connection newsletter was produced for mailing the first week of January. Content included customizing the OTAN home page, networking through the OTAN Web site directory, training opportunities, and resources. • Staff attended 4 adult ed conferences during the quarter and presented 3 workshops for 32 total participants. • On November 3 eight (8) adult education instructors who use the Internet in instruction participated in a Focus Group to advise OTAN on enhancement of the Web site to better support teachers.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Ed Tech librarian researched status of learner Web sites and prepared report for teacher Focus Group meeting. • Negotiation began with partner agencies. • Several models identified: supplemental instruction (CDLP Web site); special curriculum (Web TV site, San Juan pilot); project based (E-mail, Santa Ana College); one course (Web CT examples on OTAN site).
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses 5.2. Research needs and identify course content and evaluation points 5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education 5.4. Implement instruction and evaluate success of courses	• Researched partnerships with CA state universities, including CSU Sacramento. • Continued partnership with Staff Development Institute, California Distance Learning Project and CASAS regarding course development. • Planned online course for new adult education administrators on budgeting techniques. • Other online courses under development include Integrating SCANS Competencies into Instruction and Evaluating Instructional Software.
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network 6.2. Obtain pertinent data and prepare it for electronic access 6.3. Catalog materials and maintain bibliographic databases 6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	• All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic Forum totaled 106. • There were 6 new titles cataloged into the physical Adult Education Reference Library Collection, which now totals 1,171. • Users were notified by email when information was posted that matched the areas selected in their user profiles: 19 directed email messages were sent for a total of 4,151 messages. • Implementation of new procedures for preparing PDF files of archival documents resulted in better products.
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records 7.2. Respond to online, mail and telephone (800#) requests 7.3. Customized searches of online databases 7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	• Web site stats showed 3,858 requests (Boolean) to WAIS search engines, 84,626 requests (fielded) to Tango search engines, and 19,317 (fielded) requests to FileMaker search engines; a total of 107,800 search requests recorded during the quarter. • Staff responded directly to 174 requests for adult education and general information. • Staff responded to 7 requests for archival information. • Staff responded to 14 technology reference questions. • Customized searches of online databases totaled 49. • Staff distributed a total of 30 items by fax or U.S. mail.

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• On November 3 eight (8) adult education instructors who use the Internet in instruction participated in a Focus Group to advise OTAN on enhancement of the Web site to better support teachers. • A brainstorming activity elicited and prioritized content areas to be included in the teacher Web site, and further discussion brought out important considerations for meeting teacher needs for technology support. • An adult ed teacher with Internet experience was recruited to work on the project beginning January 3.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• Provided inservice to RRC staff in use of electronic resources at regularly scheduled Resource Manager meeting. • Continued to support RRC staff in utilizing regional electronic address books.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• Cataloged 18 additional titles into the print Archives, for a total of 960 print, video, and slide/tape items. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, 6 additional archival items were digitized in pdf files. PDF files on the Web site were accessed 3,311 times during the quarter. • Work proceeded on the transcript of the oral history interview with Autumn Keltner.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 5 new items for a total VESL/VABE materials acquired of 459, total cataloged of 343 titles. • Continued to distribute Summer/Fall 1999 VESL Workplace Clearinghouse catalogs (303). • Updated online catalog and distributed print catalog at conferences. • Responded to 63 requests and sent 128 VESL/VABE materials to 47 total agencies. • Usage of the Employment Training Library, which totals 1,405 print and video items, continues to be heavy in comparison to its modest staffing. • Researched pre-employment and job search skills for 19 patrons. • Loaned 141 Employment Training items to 109 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	• Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	• Acquired 17 new items for a total print and non-print Educational Technology library of 1,405.
3. Market availability of technology information through OTAN	• Provided a monthly update of the "Internet in the Classroom" Web site feature. • Publicized technology conferences in "Master Calendar" on Web site. • Advertised technology funding opportunities in "Educational Grants" on Web site.
4. Provide opportunities for adult educators to sample new technologies	• Provided opportunities for 3 adult educators to sample new technologies.
5. Provide planning support to agencies implementing new technology	• Presented 4 workshops on educational use of technology for 207 participants. • Provided technology planning support to 6 agencies and distance learning information to 2 agencies.
6. Promote with publishers the development of adult appropriate mediated materials	• Promoted development of adult appropriate materials with 29 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	• Drafted telephone survey to follow-up sections of the 1998 California Adult Ed Technology Survey. • Began calling local programs (to be continued third quarter).
2. Develop training materials	
3. Provide training on instructional technologies	
4. Follow-up on local progress as a result of training	
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	• Identified two possible pilot sites, San Juan Adult Education and a site TBA of Los Angeles USD Department of Adult and Continuing Education.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites	

BEST COPY AVAILABLE

Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
January 1, 2000 – March 31, 2000

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats show growth during the winter period in all indicators. General hits totaled 2,164,131 with over 68,000 user sessions/month. • The Web site directory grew steadily by an average of 212/month for a total of 3,454 members on March 31. • Inactive members were encouraged to participate and inactive accounts eliminated. • Two new Round Table electronic work groups were ABC (ABE/GED Teachers, Bay Area, CCAE) and A.B.E.S.T. (Adult Basic Education Support Team). • A total of 259 users were served by 20 online workgroups hosted in the Round Table. • Users were notified by 21 directed emails of info matching their areas of interest.
1.2. Maintain and expand user registration system and searchable directory of registered users	
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	
1.4. Expand implementation of database technology including personalized document delivery	
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 102 clients. • Staff provided 4 training classes for a total of 78 participants. • Modularized print training materials were updated for the Winter classes. • Specialized online database support was provided to 14 users. • Planning was begun to expand the electronic help desk.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• An 8-page Online Connection newsletter was mailed the first week of January. Content included customizing the OTAN home page, networking through the OTAN Web site directory, training opportunities, and resources. • Staff attended 5 adult ed conferences during the quarter and presented 12 workshops for 787 total participants. • A quick survey feature was implemented on the OTAN home page.
3.2. Present workshops and host vendor tables at adult education conferences	
3.3. Implement electronic marketing strategies and online surveys for feedback	
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Staff collaborated in the development of an Internet authoring shell to allow learners to use Web based lessons developed by instructors. • Supported project based learner site with advanced search features.
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses	• Researched partnerships with CA state universities, including CSU Sacramento. • Continued partnership with Staff Development Institute, California Distance Learning Project and CASAS regarding course development. • Began development of an online course for new adult education administrators on budgeting techniques. • Other online courses under development include Integrating SCANS Competencies into Instruction and Evaluating Instructional Software.
5.2. Research needs and identify course content and evaluation points	
5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education	
5.4. Implement instruction and evaluate success of courses	
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic Forum totaled 150 (9,665K). • The physical Adult Education Reference Library Collection now totals 1,171. • Users were notified by email when information was posted that matched the areas selected in their user profiles: 21 directed email messages were sent for a total of 12,951 messages. • Implementation of new procedures for preparing PDF files of archival documents resulted in better products.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records	• Web site stats showed 3,978 requests (Boolean) to WAIS search engines, 95,057requests (fielded) to Tango search engines, and 32,360 (fielded) requests to FileMaker search engines; a total of 131,395 search requests recorded during the quarter. • Staff responded directly to 215 requests for adult education and general information. • Staff responded to 2 requests for archival information. • Staff responded to 15 technology reference questions. • Customized searches of online databases totaled 55. • Staff distributed a total of 27 items by fax or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• A adult ed teacher with Internet experience began work on the Web site project beginning January 3. • A new Web site within the OTAN Web site was designed, with three main areas, technology, communication, and resources. • The Web site was designed to be accessed by registration both from within the OTAN Web site and by direct log-in via the new domain name: www.adultedteachers.org. • A Teacher Exchange discussion board was established.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• Provided inservice to RRC staff in use of electronic resources at regularly scheduled Resource Manager meeting. • Continued to support RRC staff in utilizing regional electronic address books.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• Cataloged 20 additional titles into the print Archives, for a total of 980 print, video, and slide/tape items. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, PDF files on the Web site were accessed 4,262 times. • Work on the Oral History objectives was put on hold due to the serious illness of the staff person, Cuba Miller. Work should resume in quarter 5 and all objectives will be met prior to the completion of the contract.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 15 new items for a total VESL/VABE materials acquired of 477, total cataloged of 355 titles. • Produced Spring/Summer 2000 VESL Workplace Clearinghouse catalogs. • Updated online catalog and distributed print catalog by mail and at conferences (108 to date). • Responded to 25 requests and sent 69 VESL/VABE materials to 16total agencies. • Usage of the Employment Training Library, which totals 1,405 print and video items, continues to be heavy in comparison to its modest staffing. • Researched pre-employment work maturity and job search skills for 28 patrons. • Loaned 189 Employment Training items to 133 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	▪ Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	▪ Acquired 21 new items for a total print and non-print Educational Technology library of 1,426.
3. Market availability of technology information through OTAN	▪ Provided a monthly update of the "Internet in the Classroom" Web site feature. ▪ Publicized technology conferences in "Master Calendar" on Web site. ▪ Advertised technology funding opportunities in "Educational Grants" on Web site.
4. Provide opportunities for adult educators to sample new technologies	▪ Provided 4 opportunities for adult educators to sample new technologies.
5. Provide planning support to agencies implementing new technology	▪ Presented 12 workshops on educational use of technology for 787 participants. ▪ Provided distance learning information to 7 agencies.
6. Promote with publishers the development of adult appropriate mediated materials	▪ Promoted development of adult appropriate materials with 30 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	▪ Representatives of 19 local programs participated in a telephone survey to follow-up sections of the 1998 California Adult Ed Technology Survey. ▪ The growing need for training on planning and implementing instructional technologies was confirmed. ▪ One workshop on the use of instructional software was provided.
2. Develop training materials	
3. Provide training on instructional technologies	
4. Follow-up on local progress as a result of training	
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	▪ Discussed with the other "223 Project" Directors and with the CDE Adult Education Office management the process for identifying pilot sites. ▪ Sites to be identified and objectives determined during fourth quarter.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites.	

Outreach and Technical Assistance Network
Sacramento County Office of Education

Progress Report, Contract #9000
April 1, 2000 – June 30, 2000

OBJECTIVES AND MAJOR TASKS	STATUS
A. Electronic Communication	
1. Provide an electronic collaborative environment for adult educators	
1.1. Maintain and expand OTAN Online Web site using latest communication technology	• Web site stats show growth during the spring period in all indicators. General hits totaled 2,355,603 with over 72,498 user sessions/month.
1.2. Maintain and expand user registration system and searchable directory of registered users	• The Web site directory grew steadily by an average of 262/month for a total of 3,929 members on March 31.
1.3. Implement and support electronic listservs, discussion boards, and Round Table work groups	• Inactive members were encouraged to participate and inactive accounts eliminated. • A new Round Table electronic work groups was Adult School Counselors.
1.4. Expand implementation of database technology including personalized document delivery	• A total of 399 users were served by 20 online workgroups hosted in the Round Table. • Users were notified by 13 directed emails of info matching their areas of interest.
2. Provide technical support and training to OTAN Online Web site users	
2.1. Provide telephone and onsite technical support to new and continuing users	• Staff provided telephone technical support to 123 clients. • Staff provided 3 training classes for a total of 36 participants. • Modularized print training materials were updated for the Spring classes. • Specialized online database support was provided to 61users. • Expansion of the electronic help desk was begun.
2.2. Provide hands-on training to users through classes scheduled at regional resource centers	
2.3. Provide training materials in a variety of modalities (print & electronic)	
3. Market OTAN products and services and obtain client input	
3.1. Produce print marketing materials including quarterly newsletter, flyers, & informational material distributed by direct mail and at meetings	• An 8-page Online Connection newsletter for Spring, 2000 was mailed in April to over 1,000 Web site members. Content included features on the new OTAN for Teachers Web site, on presentations at the CCAE State Conference, on OTAN training opportunities, on using the technology of radio for teaching ESL, and on ordering CA Adult Ed Products.
3.2. Present workshops and host vendor tables at adult education conferences	• Staff attended 5 adult ed conferences during the quarter and presented 17 workshops for 686 total participants.
3.3. Implement electronic marketing strategies and online surveys for feedback	• New marketing items well received at vendor tables and at workshops and trainings included an OTAN mini-frisbee, and a book mark and a pen featuring the For Teachers Web site. Teachers took multiple bookmarks to share with colleagues.
3.4. Solicit input & feedback from Focus Group representing client categories	
4. Develop a model for adult learner Web sites	
4.1. Research the need for and status of learner Web sites, and plan one to three pilots	• Staff collaborated in the development of an Internet authoring shell to allow learners to use Web based lessons developed by instructors. • Staff developed a database of learner Web sites and began research.
4.2. Implement learner Web sites in partnership with local agencies	
4.3. Evaluate the success of the model and make necessary adjustments	
4.4. Replicate the student Web site model and disseminate it for general implementation	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
5. Develop online courses for adult educators	
5.1. Develop partnerships for planning and implementing online courses	• Researched partnerships with CA state universities, including CSU Sacramento. • Continued partnership with Staff Development Institute, California Distance Learning Project and CASAS regarding course development. • Continued development of an online course for new adult education administrators on budgeting techniques. • Other online courses under development include Integrating SCANS Competencies into Instruction and Evaluating Instructional Software.
5.2. Research needs and identify course content and evaluation points	
5.3. Develop online course curriculum in partnership with Staff Development Institute and post-secondary education	
5.4. Implement instruction and evaluate success of courses	
B. Information and Reference Services	
6. Maintain & improve electronic and print resource collections on adult education practice and research	
6.1. Maintain and improve linkages to the national adult education information network	• All linkages to the national adult education information network were maintained. • The number of new documents posted in the electronic Forum totaled 100 (4,524 K). • The physical Adult Education Reference Library Collection now totals 1,175. • Users were notified by email when information was posted that matched the areas selected in their user profiles: 13 directed email messages were sent for a total of 7,541 messages. • A revised Document Processing manual was completed.
6.2. Obtain pertinent data and prepare it for electronic access	
6.3. Catalog materials and maintain bibliographic databases	
6.4. Evaluate/modify policies & procedures for electronic information acquisition, storage, & retrieval	
7. Provide an information reference service for California adult educators	
7.1. Provide electronically searchable databases of bibliographic records	• Web site stats showed 2,217 requests (Boolean) to WAIS search engines, 92,168 requests (fielded) to Tango search engines, and 23,686 (fielded) requests to FileMaker search engines; a total of 118,071 search requests recorded during the quarter. • Staff responded directly to 203 requests for adult education and general information. • Staff responded to 3 requests for archival information. • Staff responded to 22 technology reference questions. • Customized searches of online databases totaled 53. • Staff distributed a total of 64 items by fax or U.S. mail.
7.2. Respond to online, mail and telephone (800#) requests	
7.3. Customized searches of online databases	
7.4. Duplicate materials and distribute by email, electronic file transfer, fax, or U.S. mail	

BEST COPY AVAILABLE

OBJECTIVES AND MAJOR TASKS	STATUS
8. Expand Web site collaborative areas related to instruction	
8.1. Monitor participation in Web site collaboration	• A new Web site within the OTAN Web site (www.adultedteachers.org)was designed, with three main areas, technology, communication, and resources. • A Teacher Exchange discussion board was established. Key members of adult education teacher s professional organizations were invited to participate. • A beta test of power users was done and the site was unveiled at the CCAE State Conference • Forms with feedback to be used in site revision were received from 60 teachers who used the new site.
8.2. Identify target areas and develop plan for new or expanded collaboration	
8.3. Develop interventions to encourage productive Web site collaboration.	
8.4. Evaluate success of interventions and expand implementation.	
9. Support the regional network of adult ed resource centers with assistance & professional services	
9.1. Provide technology assistance to RRC staff	• Provided inservice to RRC staff in use of electronic resources at regularly scheduled Resource Manager meeting. • Continued to support RRC staff in utilizing regional electronic address books.
9.2. Acquire materials, catalog, & distribute resources	
9.3. Provide technical assistance to regional library staff	
10. Maintain & expand adult education archives for benefit of practitioners, researchers & policymakers	
10.1. Acquire and catalog additional items	• Cataloged 11 additional titles into the print Archives, for a total of 990 print, video, and slide/tape items. • The database of bibliographic records is available on the Web site, accessed by a fielded search page. • During the quarter, PDF files on the Web site were accessed 4,789 times. • Work on the Oral History objectives was put on hold due to the serious illness of the staff person, Cuba Miller. Work should resume in quarter 5 and all objectives will be met prior to the completion of the contract.
10.2. Make database of bibliographic records available electronically	
10.3. Implement policy and procedures of digitizing prioritized archival items	
10.4. Add to the Oral History Project five (5) interviews with leading California adult educators	
11. Support provision by local providers of literacy skills in a workplace context	
11.1. Acquire additional adult VESL/VABE/workplace materials produced with public funds	• Acquired 3 new items for a total VESL/VABE materials acquired of 480, total cataloged of 355 titles. • Produced Spring/Summer 2000 VESL Workplace Clearinghouse catalogs. • Updated online catalog and distributed print catalog by mail and at conferences (508 to date). • Responded to 25 requests and sent 112VESL/VABE materials to 14 total agencies. • Usage of the Employment Training Library, which totals 1,405 print and video items, continues to be heavy in comparison to its modest staffing. • Researched pre-employment work maturity and job search skills for 19 patrons. • Loaned 115 Employment Training items to 76 patrons.
11.2. Maintain databases of materials & requests from field	
11.3. Publicize availability of materials	
11.4. Distribute copies of materials /cost recovery basis	
11.5. Publicize availability of commercial and government produced employment training materials	
11.6. Provide loan of commercial & government produced employment training materials	

OBJECTIVES AND MAJOR TASKS	STATUS
C. Instructional Technology	
12. Research and make available information regarding new and emerging technologies and available learning resources	
1. Maintain current information regarding new technologies	• Monitored newsletters and Web sites for current information on new technologies.
2. Expand collection of non-print materials relevant for adult education	• Acquired 16 new items for a total print and non-print Educational Technology library of 1,44.
3. Market availability of technology information through OTAN	• Provided a monthly update of the "Internet in the Classroom" Web site feature. • Publicized technology conferences in "Master Calendar" on Web site. • Advertised technology funding opportunities in "Educational Grants" on Web site.
4. Provide opportunities for adult educators to sample new technologies	• Provided 4 opportunities for adult educators to sample new technologies.
5. Provide planning support to agencies implementing new technology	• Presented 17 workshops on educational use of technology for 686 participants. • Provided distance learning information to 10 agencies.
6. Promote with publishers the development of adult appropriate mediated materials	• Promoted development of adult appropriate materials with 79 vendors.
13. Provide training on planning and implementing instructional technologies	
1. Develop and conduct needs assessment surveys	• Representatives of 19 local programs participated in a telephone survey to follow-up sections of the 1998 California Adult Ed Technology Survey. • The growing need for training on planning and implementing instructional technologies was confirmed. • Technology planning activities at local agencies totaled 10.
2. Develop training materials	
3. Provide training on instructional technologies	
4. Follow-up on local progress as a result of training	
14. Facilitate local programs implementing best practices in computer assisted instruction and/or Web based instruction by piloting local interventions	
1. Determine two pilot sites	• Discussed with the CDE Adult Education Office management the criteria for identifying pilot sites and received recommendations. • Researched information about prospective sites. • Outlined instructional model. • Sites to be identified and objectives determined during fifth quarter.
2. Determine specific objectives & develop model	
3. Implement instructional model(s) and monitor results	
4. Evaluate success of model(s), identify areas of improvement, and modify model(s)	
5. Disseminate information about model(s) through presentations and electronic summaries.	
6. Replicate successful models at additional pilot sites.	

BEST COPY AVAILABLE